

ERIC Document Resume		See Instruction Sheet		DATE OF RESUME 8/12/65	DATE RECEIVED
A. PUBLICATION DATA					
ERIC NUMBER ED001753		2. ORIGINATOR CONTROL NO(S). N.A.		3. IDENTIFICATION NO. N.A.	
4. AUTHOR(S): Losi, Carrie R.				DO NOT WRITE IN SPACE BELOW	
5. TITLE OF DOCUMENT ABSTRACTED: ANNUAL REPORT COUNSELING STUDENTS				MICROFILM COPY AVAILABLE YES ☒ NO ☐	
				COPYRIGHT GRANTED YES ☐ NO ☒	
				COPYRIGHT RELEASE FILED YES ☐ NO ☐	
6. PUBLICATION TITLE: N.A.				TYPE OF REPORT PROPOSAL ☐ IN-PROGRESS ☒ FINAL ☐ FOLLOW-UP ☐	
7. EDITOR(S): N.A.		8. PLACE OF ORIGIN Board of Education ST. Newark, CITY, STATE New Jersey TELE. ☐ EXT. ☐ INST/LOC CODE ☐		OTHER ERIC REFERENCES:	
9. PUBLISHER OR SOURCE Division of Secondary Education, Department of Guidance Carrie R. Losi, Director					
10. VOL. N.A.	11. PAGES N.A.	12. MO./YR. June 1964	13. TOTAL PP. 71	ERIC SATELLITE CODE	
B. INDEXING DATA					
14. SUBJECT AREA			15. TYPE OF ENDEAVOR report		
16. INDEXING TERMS (6-12)		federal projects		elementary schools	
guidance counselors		dropouts		school orientation	
work-study		graduate surveys		inservice education	
special counselors		secondary schools			
17. ABSTRACT (MAX. 250 WORDS)					
Personal counseling of students is the heart of a guidance program. A federally assisted program to encourage dropouts to return to school has aided the guidance departments of New Jersey secondary schools. The summer program included personal home interviews, inservice orientation for teachers and principals, a flexible and adjusted program of studies for returnees, and a work-study program. The school systems have followed these procedures throughout the school year, adding special counselors to work with students, parents, teachers, and community agencies connected with dropouts. Evening guidance clinics were set up for adults and dropouts. Follow-up studies were made of graduates and dropouts. Of the 96% reporting graduates, 41% were in collegiate institutions, 44% were gainfully employed, and 5% were in the armed services. The vast majority of dropouts in the study were still seeking employment after a year or more out of school. Many dropouts were eager for help and were enthusiastic about interest shown in them by school personnel. The committee requested expanded guidance services to meet increased demands. The new program for dropouts mentioned in the federally assisted project above should be expanded to include an extension of the work-study program. Elementary school counseling is needed to begin dropout prevention at an earlier level. There is need for a guidance orientation program for new students in high school. Inservice education should be offered for classroom teachers in the area of guidance.					
ERIC No.	18. SOURCE OF ABSTRACT				
	C. FUNDING DATA				
	19. SUPPORTING ORGANIZATION		20. DIVISION OR DEPT.		21. CONTRACT NO.
			22. TOTAL COST OF PROJECT		PROJECT NO.
			23. DURATION OR PROJECT		
U.S. Department of Health, Education, and Welfare Office of Education					

ED001753

Milligan

CONSELING STUDENTS

ANNUAL REPORT

JUNE 1964

DIVISION OF SECONDARY EDUCATION

DEPARTMENT OF GUIDANCE

Carrie R. Losi, Director

**REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION**

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON
OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT
NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

**BOARD OF EDUCATION
NEWARK, NEW JERSEY**

A N N U A L R E P O R T

JUNE 1964

DIVISION OF SECONDARY EDUCATION

DEPARTMENT OF GUIDANCE

Carrie R. Losi, Director

Edward F. Kennelly
Superintendent of Schools

David Weingast
Asst. Superintendent of Schools

BOARD OF EDUCATION
NEWARK, NEW JERSEY

TABLE OF CONTENTS

<u>TOPIC</u>	<u>PAGE</u>
Scope of Report	1
Counseling Students	2
Report on Federal Dropout Project	3
I --PROGRAM DEVELOPMENT	9
A. Assignment of Special Guidance Counselors	10
B. Organization of Special Counseling Programs	11
(a) Special Counselors	12
(b) Evening Guidance Clinics	14
(c) Work-Study Program	15
C. Kinds of Assistance Given in Special Programs	18
(a) Special Dropout Counselors	18
(b) Evening Guidance Clinics	20
(c) Work-Study Program	21
II--ACCOMPLISHMENTS AND FUTURE PLANS	23
A. Summaries as Reported by Schools:	
Arts High	23
Barringer High	24
Central High	24
East Side High	25
South Side High	26
Vailsburg High	27
Weequahic High	28
West Side High	28
Central Evening High	37
Broadway Junior High	30
Clinton Place Junior High	31
Madison Junior High	33
Seventh Avenue Junior High	34
Webster Junior High	36
West Kinney Junior High	36

TOPICPAGE

B. Individual Counseling-- Educational, Occupational, Personal-Social	
Arts High	23
Barringer High	24
Central High	24
East Side High.	25
South Side High	26
Vailsburg High.	27
Weequahic High.	28
West Side High.	29
Central Evening High.	37
Broadway Junior High.	30
Clinton Place Junior High	31
Madison Junior High	33
Seventh Avenue Junior High.	34
Webster Junior High	36
West Kinney Junior High.	36
Summary of Scheduled Student Interviews	39
Summary of Referrals to Community Agencies	40
III--FOLLOW-UP.	45
A. Follow-Up of Graduates	46
Summary Report on Follow-Up of High School Graduates-- Higher Education, Scholarships, Employment.	46
B. Follow-Up of Dropouts	47
Summary Report of Dropouts.	52
Report of Reasons for Leaving School	53
Report of Dropouts by Grades	54
IV--PERSONNEL	55
A. Head Counselors	55
B. Special Counselors	56
C. Part-Time Teacher-Counselors	57
Senior High Schools	59
Junior High Schools	60
D. Placement Counselors.	61
Summary of School Placements	62
Application for Work Certificates.	62
V--RECOMMENDATIONS	63

Division of Secondary Education
Department of Guidance
Board of Education
Newark 2, New Jersey
Carrie R. Losi, Director

ANNUAL REPORT

June 1964

SCOPE OF REPORT

This annual report of the Department of Guidance in the Division of Secondary Education reviews the guidance program in the Central Office and in the junior and senior high schools of the public school system of Newark, New Jersey, for the one-year period ending June 1964.

All areas of guidance are constantly under examination and evaluation in order to achieve improvement in each of the various phases of the program and to promote expansion of the guidance services as revealed by present and future needs of pupils. Brief accounts of accomplishments, plans and developments are presented annually.

To avoid too voluminous a document, each year, one facet of the program is highlighted for special reporting by giving it more space and attention than the other areas. Last year this report dealt with dropouts. Copies of this are available for reference in the Central Office. Particular focus this year covers those aspects of the program that are chiefly concerned with objectives, techniques, and procedures for counseling individual students. This area has always been of deep concern to our counselors and has received special attention and effort. With the impact of the increasing numbers of out-of-school unemployed youth, and the accompanying socio-economic problems, there has been a vigorous and determined effort to meet the realities of the situation and to give the best possible guidance service to meet individual needs of students. Section I reports ways in which the guidance program functions within the framework of this area so that the school program can be related to the student.

Counselors constantly seek better ways of studying students' needs and problems so that appropriate programs can be provided that will motivate students and help them grow, adjust and achieve maximum development. By integrating efforts, methods, materials, and techniques for improving the emotional, social, and academic climate of the school, they utilize personnel and facilities available to full advantage. Effective practices and experiences for achieving this represent positive approaches that are designed to encourage students to develop their full potentialities; retain them in school as long as possible; and enable them to derive greatest benefits from total school experiences. Samples of these practices are presented in Section II of this report in which junior and senior high school counselors describe their accomplishments and future plans.

Highlights of progress and developments covering activities and reports dealing with the follow-up of graduates and dropouts are presented in Section III. Tables presenting statistical data on these are included.

Status of guidance personnel is reported in Section IV. It is gratifying to note that all of our guidance counselors meet the state certification requirements for working in the field. This provides highly professional personnel for assisting students through guidance services; and for implementing basic principles and objectives of guidance in their schools. This year special dropout counselors and a work-study coordinator have been added to the guidance staff that have enhanced the services tremendously.

In looking ahead to further improvements in guidance services, it is necessary to examine existing conditions and objectives carefully with a view to discovering where and how our youngsters can be served more efficiently and to face up to the demands that grow out of changing scenes and environments. Such evaluation brings into focus some very urgent needs that are reported in Section V as recommendations. It is hoped that it will be possible for these changes to be realized in the immediate future.

As data herein reported show, the guidance program continues to provide a service that is long-range and developmental in nature and that is designed to strengthen the positive aspects as well as the remedial. Aid is made available to all boys and girls with respect to their particular needs; for learning of their capacities and limitations, achieving potentialities; raising their sights and self-esteem; reaching aspirations; and making adjustments. It will be noted how students are urged to seek the highest level possible in education and training even when there are present varying degrees of problems growing out of poor attendance, lack of adjustment, misconduct, family difficulties, background of poverty and disadvantages, etc.

COUNSELING STUDENTS

Counseling is regarded as the heart of the guidance program. All students, those with or without problems, need and receive help for understanding themselves, their talents, strengths and weaknesses and are assisted through counseling and a well-balanced constructive program to set up realistic goals and to prepare themselves adequately for their future responsibilities as workers and citizens in the changing technological socio-economic world. Such attention has served to motivate and retain many boys and girls in school who might otherwise have dropped out and has encouraged and influenced increasing numbers of students to aspire to higher education.

Counselors, through the counseling process, encourage and stimulate students toward developing purposeful goals that are based upon understanding, support and reinforcement of the individual's life-style and aspirations. Many effective procedures are utilized for checking on symptoms and causes of behavior that are common characteristics of underachievers, the non-motivated and potential dropouts, such as, failures, truancies, apathy, dis-interest, absences, poor reading, dissatisfaction, lack of adjustment, non-participation in activities, family values and difficulties, etc. Cumulative records, teacher observations, counselor contacts help to identify these students so that they can be given needed help. These procedures were basic in developing the "Crash Dropout Project" of August 1963, sponsored by the U. S. Office of Education, in which Newark participated. Following is a description of this project that has led to some very exciting and salutary results in stimulating the expansion of our guidance services as described in this report.

REPORT ON FEDERAL DROPOUT PROJECT

November 1963

In response to President Kennedy's challenge of last August that schools and communities concern themselves about the serious problems of out-of-school unemployed youth, Newark immediately initiated a "crash program" to combat the dropout problem and to exert every effort to return the summer dropouts back to school. By participating in this Federal "back-to-school" project, for which \$10,000 in federal monies were available, it was possible for Newark to intensify its efforts with a dynamic, stepped-up "crash program" during August and September, based on home visits and personal contacts, to seek out recent and potential school leavers and to counsel them to continue their education and training.

Procedures for organizing and implementing this "crash program" for the best utilization of time, personnel, and money were carefully developed and carried out. Numerous conferences were held with Dr. Edward F. Kennelly, Superintendent of Schools, Dr. David Weingast, Assistant Superintendent, Dr. Carrie P. Iosi, Director of Guidance, and representatives from the Mayor's Office and the New Jersey Employment Service. A program was developed that focused attention upon the individual student that was centered on personal contacts in home visits, with friendly, unhurried interviews by experienced guidance counselors. Orientation meetings were held for the counselor-interviewers for discussion of objectives and procedures and to anticipate situations and problems they might face, and how best to handle them. Favorable results from the first days of making these personal contacts and home visits gave assurance that the "dropout crash program" was sound and realistic and that the procedures used were effective for the project to function quickly, smoothly, in a practical and successful manner. Just a three-week period of all-out effort, prior to the opening of school, brought about some dramatic results; namely, sixty-eight percent of the youngsters interviewed made decisions and plans to return to school for further training. These interviews were continued when school opened through September on an after-school basis with similar results. Newark's sixty-eight percent compared favorably with the national average of forty-three percent that was reported by the United States Office of Education. Largely responsible for this was the three-prong approach developed for attacking the problem that was considered basic for encouraging the return of students to school and for providing the educational programs and experiences that would motivate them to stay in school and help develop their capabilities. These three aspects cover plans and activities that are concerned with (1) personal interviews, (2) flexible and adjusted program of studies, and (3) work-study program.

PART I--INTERVIEWS--Trained guidance counselors visited homes of dropouts and potential dropouts for the purpose of helping families understand the values and importance of education and to persuade these dropouts to resume their training and to develop their full potentialities. School records were studied by the interviewers before the home visits were made for better understanding and appraisal of the students' abilities and achievement as a basis for helping them set up realistic and attainable goals. Frequently, interviewers had to make repeated calls at the homes, including Sundays and evenings, to find anyone with whom to talk. Interviewers went into the neighborhoods of their own schools because they knew the students and their school experiences. They visited them after school and weekends when parents were more likely to be at home. Many families were not located at all because of the high mobility of the city's population.

After the opening of school, home visits were continued for interviewing students who failed to show up after the summer vacation. Follow-up visits were also made on those previously interviewed in August who had indicated that they would return and didn't show up on opening day. This extra push helped to reinforce the decision for further schooling and helped to bring them back.

In most instances, the publicity on dropouts through radio, T.V., and in newspapers had reached the families which made it easy for interviewers to identify themselves and to state their mission. They were received graciously and enthusiastically. Considerable time was spent with each family, counseling, not only the dropout, but older brothers and sisters who had also dropped out of school and were unemployed. They were all helped to work out their particular problems and to return to some kind of training in the day or evening program or in the county vocational schools. Even the mothers, in some instances, were assisted to get into a training situation. When special problems existed, interviewers made referrals to community agencies and resources for special assistance.

Families visited were exceedingly grateful and appreciative for the information and help given. They were greatly impressed with the personal interest of the interviewer and that the school cared enough to visit the home and truly wanted to help them. These personal contacts made a favorable impact on their receptiveness to assistance and to counseling. Many of them, especially the newer residents, did not know that it was possible to re-enter school nor about the many different services and resources available to them. To many, the interviews brought new hope and new opportunities, and a way of resolving their problems. As one mother put it, "This is the answer to my prayers. I didn't know what to do. I have been praying to the Lord Jesus to help us. My husband is in the hospital with a heart condition and my son can't get a job. Now he can go back to school and prepare himself for a good job. He has learned his lesson. Now he will make good. You have given us courage. Thank you! Thank you!"

At the close of each interview the counselor left a recommendation sheet with the student outlining specifically each step that should be taken so that there would be no misunderstanding, nor duplication, nor wasting of time, in the process of reinstatement at school. Lists of these students were sent to the school principals so that suitable programs could be arranged and guidance help

given immediately. This provided a continuation of the personal interest and counseling that brought the student back for a second chance. School counselors are following up on these returnees, keeping close watch on them, to sustain their interest and desire to remain. Reports by interviewers on their observations, experiences, and recommendations for each home visit are on file for study and reference to add to the schools' data pertaining to each student who was interviewed as part of this project.

In-service meetings with principals and guidance counselors were held for orientation to the objectives and values of the "crash program" and for clarification of the school's responsibility and participation in helping to achieve the objectives and desired outcomes. There was complete acceptance of their responsibilities in this and they gave full support and extended effort involving the entire school staff and facilities to accommodate the varied individual educational needs. Changes in curriculum, more shop and practical arts classes, and increased remedial help were utilized beyond any previous effort to provide programs of study suited to the particular needs and abilities of these students. An interesting side view of this project is the way in which it has generated changed attitudes among the principals and teachers in our schools. They have become more directly concerned about the general problems connected with the dropouts and are much more sympathetic and understanding of the individual backgrounds and limitations of their students. This attitude is improving the emotional climate of the school that makes it more conducive to develop preventive programs for reducing dropouts and for motivating more and more students toward further education and training.

RESULTS OF INTERVIEWS

	No. of Counselors	No. of Dropouts	No. Can't Locate	No. Inter- viewed	No. Decided to Return	Per cent Decided to Return
August	16	579	122	457	310	68%
September	21	395	127	268	182	68%
Totals	37	974	249	725	492	68%

492 or 68% made decisions to return to school

A follow-up survey of our high schools was made at the end of October to check on the effectiveness of the summer interviews to return dropouts to school. Of the 68 percent who planned to return, 83 percent actually reported for reinstatement when schools opened. Principals and guidance counselors extended themselves and the services and facilities of their schools to receive these returnees and to adjust the school program to meet individual needs. Increased remedial help and personal counseling have enabled our junior and senior high schools to retain all but 12 or 7 percent of those who returned; and most of these left for valid reasons, such as illness and needed at home. As of the end of October, therefore, our schools have shown a 93 percent holding power on the returnees. This compares very favorably with the national averages.

PART II--EDUCATIONAL PROGRAMS--This part of the project was concerned with the educational programs and school experiences designed to keep returnees in school. It was felt that since existing school programs and services had failed to attract these students sufficiently to hold them in school in the first place, that something different from what they had would have to be made available. A warmed-over version of what they had already rejected would only lead to their leaving again soon after. This called for new approaches and experimental techniques for providing the kind of individualized educational experiences that would motivate these youngsters to stay in school and to want to learn.

Principals and guidance personnel have opened up new doors of opportunity by setting up flexible and tailor-made adjusted schedules to meet the individual needs of returnees. Faculty, special services, guidance, and remedial help are all being utilized in new and creative ways to work with these, and other students with vulnerability to leaving, to help them take full advantage of opportunities and resources available to them. There has been excellent and continued understanding and cooperation in the schools that have led to some very promising developments. There is a concentration of attention and effort to prevent dropouts and to motivate nonachievers to a more intensive degree than ever before. Many community groups and representatives from business and industry have been stimulated to participate in activities that are contributing to improving the dropout problems in the city. Better relationships and communication have developed among these groups working toward a common purpose for welfare of youth.

Experiences with this project have pointed up the need to place additional guidance counselors in the high dropout schools. In four schools, on an experimental basis, this special full-time guidance counselor will be assigned whose specific responsibility will be to develop a preventive program and to work directly and personally with the various aspects of the dropout problem and with potential dropouts. By identifying the potential dropout and the academic failures early, and counseling them intensively, before they decide to leave, it will be possible to reduce the dropout rate, but more importantly, to open new doors of opportunity and give encouragement to youngsters who might otherwise never enjoy the benefits of high school graduation. Emphasis will be on personal contacts and intensive counseling with students and families. Personal and individual interest in each student would be the key factor in all activities for this group.

This special counselor will be responsible for orientation and in-service activities with the faculty that will help not only the potential dropout, but all students. There will be close cooperation with staff to develop the kind of instructional program needed and, where necessary, provide subject tutoring and remedial help. This may be placing selected students in an ungraded class for small group instruction in certain subject areas, with special teaching materials, etc. Students would progress at their own rate, advancing from group to group within the class.

Field trips into industry, cultural centers, employment offices, and schools, as well as bringing representatives from these places into the school, would be used to upgrade and enrich the students' background. Group guidance activities would be arranged in accordance with needs of these students for meeting educational, vocational, and personal-social problems.

An after-school guidance clinic type of service will be established in these schools one evening a week on a twelve month basis to counsel past dropouts and their families.

PART III--WORK-STUDY PROGRAM--Plans are progressing rapidly for organization and implementation of a cooperative work-study program that will help students bridge the gap between school and employment and serve as a motivating device to prevent dropouts. Plans for this have been under study and discussion for over a year, but the impact of the "dropout crash program" has stepped up and accelerated action in this direction for implementation as soon as possible.

A group of carefully selected students, possessing potentiality for successful employment, will spend a half day in school on general education subjects and related job study and a half day on carefully selected, supervised work situations in a series of diversified occupations. They will gain a variety of experiences by rotating from job to job, always under careful school supervision. Instruction will be geared to individual needs of the students to prepare them for the job experiences and for permanent employment. This will enable them to acquire the attitudes, work habits, and skills that young workers need to make good on the job and to make progress on the job after they get it. Supervision and follow-up on each student and the cooperation between the employer and the school will give each trainee every advantage and opportunity to develop to the fullest and to achieve dignity and self-realization. Any student dropping out of school would lose this opportunity. It is an incentive.

A full-time guidance coordinator responsible for this program will work closely with employers and teachers to guarantee a sound, realistic, and student centered experience. They will arrange group guidance activities to provide learning experiences for personal-social development and adjustment to school, home, and employment. This combination of school and work experience will encourage many potential dropouts to complete their education. Such a work-study program has the advantage of bringing together in a joint community effort officials and employment personnel from business and industry and from the New Jersey Employment Service to assist in a school project. It also has the advantage of giving students a realistic face-to-face, on-the-job training picture of the world of work and the individual's responsibility as a worker and as a dignified member of the community. These are the things that cannot be presented in a classroom, to certain students, even with good teaching. Although this program is expensive, it will be less costly than having the community provide for these untrained people who eventually would be permanently listed on relief, welfare, and unemployment rolls because they lack the skills and discipline to succeed at productive employment.

CONCLUSION--Observations and experiences of the interviewers indicate that the project made a tremendous impact on the families visited and that it should be continued as a regular part of the school program. There is nothing in the school setting that can match the values gained by the home visits. There seems to be magic in the face to face contacts that help to personalize the educational and occupational possibilities for them. It helps to raise their sights and to motivate them.

This project demonstrated that time and personal attention devoted to the counseling sessions with the students and their families resulted in sixty-eight percent making decisions to return to school. If sufficient time, money and professional know-how could be devoted to counseling students and parents on the same basis, before these potential dropouts actually left school, they could be helped to continue their schooling without the frustrations and experiences that are inherent in the dropping out process.

The Federal Government should make money available to repeat the "back to school" project each summer. The beneficial effects and fruitful results generated by the project justify this need. However, more time should be given to allow for proper advance planning in order to avoid the pressures of the rushing that was necessary last summer because of short notice. A much more effective and productive program could be developed with sufficient time. The experiences already gained would very advantageously enable the Federal Office and local participants to measure any improvement or progress made in meeting the problems of the dropouts and their unemployment.

All interviewers who participated in this program felt that they, personally, gained much valuable experience and professional growth. The students and families also gained unexpected benefits. Continued attention to the various facets of the dropout problems, from early identification and contributing factors to follow up on them, will, no doubt, have a favorable influence on improving the school's holding power.

I--PROGRAM DEVELOPMENT

Many worthwhile accomplishments have been achieved in the over-all functioning of guidance programs in the Newark schools during the past year. There has been steady progress in strengthening the concepts and objectives for studying and appraising needs of pupils and in developing the kind of services that best meet their individual and group needs and requirements. Through a planned program of individual/group guidance, focus is placed upon assisting students to know and to understand themselves and the realities of the world around them so that they can learn how to live and how to make a living in a constructive and satisfying way as mature well-adjusted, wholesome individuals. Guidance effort, therefore, is constantly directed toward assisting and encouraging youngsters to make satisfactory adjustments, explore their environments, plan for adequate training, and aspire to worthwhile goals. They are assisted in appraising themselves and in making intelligent choices for progressing in educational, vocational, and personal-social settings at each of the many decision points in the educational ladder. Within the framework of individual differences, every youngster is encouraged to work toward a life-style that will be rewarding and constructive and that can fulfill aspirations.

Awareness that guidance is for all: gifted, normal, handicapped and slow, and for all socio-economic levels, and that guidance should permeate all phases of the educational program has, in a large measure, increased and expanded guidance aid to pupils in a sound, realistic, and practical way. There is evidence of increased efficiency in discovering, identifying, and developing latent and gifted talents and of awakening the "sleeper," the reluctant learner, and the "under-achiever." There has also been a concentration of effort in developing higher motivation in pupils and in helping them gain insights into the challenges and problems that surround them and in realizing their true image and potentialities. Every student is given a minimum of one scheduled interview per term in which the counselor seeks to establish a rapport and relationship conducive to helping the individual learn about himself and to make realistic plans for future action.

Counselors use many techniques for working closely with teachers who are key persons in the guidance program. Through activities dealing with pupil orientation and adjustment, testing, and in-service aid, teachers are helped to understand pupils better and to participate in guidance projects that help pupils meet the challenges they face as they develop and progress through school, meeting new experiences. Teachers are helped to make use of the cumulative record folder and with interpretations of its valuable test and other data that are used for studying the pupils in their classes so that materials and instruction can be adapted to their particular levels of ability and needs that lead to enriched programs and successful learning experiences.

Counselors use many techniques for studying individual students. They help other school personnel through testing, observations, and records to continually identify and appraise pupils' abilities, problems, progress and growth as a basis for providing the best possible educational program that will meet their needs for realizing goals that are in harmony with reality and with capabilities. It is reassuring for teachers, parents, and students to have professional guidance help and objective data upon which to lean when decisions must be made at the various educational crossroads that all students face as they go through

school. Many failing students and those with vulnerability for dropping out of school are assisted over obstacles, rehabilitated and helped with adjustment to school, home and community.

ASSIGNMENT OF SPECIAL GUIDANCE COUNSELORS

Special guidance counselors assigned last March to four schools and the evening guidance clinics in these schools and the Diversified Occupations Program have all contributed greatly to helping students and their families through intensive counseling to overcome and resolve difficulties. The magic of personal interest and individual counseling for getting cooperation and improved behavior from students and their families was demonstrated by direct experience with this during the Crash Dropout Project of last summer. Unbelievable favorable results were obtained by counselors who went into homes and talked personally and informally with dropouts and their families. Face to face contacts and intensive counseling proved to be most effective as a means of reaching these families at critical times when they needed and welcomed help. The summer project highlighted and dramatized the values of this personal contact and counseling service to the extent that the Board of Education responded by taking quick action in appropriating funds in order to appoint special counselors and a work-study coordinator to work full-time exclusively with dropouts and potential dropouts. In the short time that these special counselors have functioned since March 1964, results indicate that their efforts are extremely successful in helping students and that the expenditure is worthwhile and justified. Following are descriptions of the organization and development of these special programs and the services that they are rendering:

These counselors have assumed their new duties with enthusiasm and dedication that is very gratifying and that is contributing favorably to the overall guidance program. Outside of school time, they are attending meetings, going to lectures and conferences, reading, and watching programs related to the dropout problems. They are getting good, sound background to work with these problems. They are inspired with the potentialities of the program to retain students in school. By having unlimited time to work with individual students they are able to arrange for school programs and experiences needed, to visit their homes, talk with parents, etc. They are keeping daily logs on their activities and work closely with the Director of Guidance at the Central Office for implementation of the service.

1. Working with Students: Close personal interest on the returnees is paying off. These students have renewed interest in education. Unhurried interviews with potential dropouts are keeping many in school who had planned to quit at age 16. Group guidance sessions with potential dropouts and bringing selected students on visits to industry and vocational schools are motivating many youngsters. Interviews with students who show records of failures and excessive absences are checked, especially, those around age 16 who are likely to be summer dropouts. Test data are evaluated very carefully and frequently so that appropriate programs can be provided in keeping with abilities.

2. Working with Parents: Many more parents are brought into the school for interviews and conferences with teachers to help the potential dropouts. Where parents cannot visit school during the day, they are encouraged to visit the evening clinics. Many successful home visits are made by the special counselors who help the families with all sorts of problems and referrals. In a few cases they help unemployed parent to get a job. These counselors are also active in the PTA's; on PTA panels and programs.
3. Working with Teachers: Special counselors are working closely with teachers for assistance with the summer returnees and potential dropouts. The teachers' attitudes are improving and they are going out of their way to give individual consideration to these students. Cooperation is good and contributing favorably to the special service in retaining students. In-service meetings and conferences are held frequently. They refer students who might be potential dropouts and those who need some up-grading help.
4. Working with the Community: Special counselors have been using the agencies and personnel in the community who can render some service, especially, the Youth Career Development service for job testing and placement. Many visits are arranged for students to visit places of employment and the vocational schools. Students are encouraged to participate in the programs of the recreation centers, churches, boys clubs, etc.

ORGANIZATION OF SPECIAL COUNSELING PROGRAMS

The Federal Dropout Project of August and September 1963 resulted in 68% of Newark's dropouts making decisions to return to school. This is an excellent record in comparison with the rest of the country. However, unless something different from what these students had in educational programs could be offered, these returnees would drop out again. They cannot be expected to succeed in a program that they have already failed and rejected. They need more personal attention and special programs, particularly in the shops, art, music, remedial help, etc.

In order to avoid this second failure and to encourage potential dropouts to become sufficiently motivated to want to learn and to stay in school and graduate, and to increase the school's holding power, it became necessary to provide a concentration of special assistance that was not available before. In addition to the existing educational and guidance programs, the Board of Education approved for immediate implementation assignment of special guidance counselors to develop new programs to work with dropouts and potential dropouts. Although moneys for such programs were not budgeted, an emergency appropriation was made and the Director of Guidance was authorized to establish and supervise the following three programs starting March 1, 1964.

I. Special Counselors

1. In four schools where the highest dropout rates occur, assigned a state certified special full-time guidance counselor whose specific responsibility is to develop a strong preventive program to reduce dropouts and to work with the potential dropouts on a personal and intensive basis. This special counselor devotes full-time, no teaching assignments, to work exclusively in this area of school activity and does not replace any existing personnel. Clerical help is provided. This counselor, chosen from experienced part-time counselors, is responsible to school's principal and head counselor and is an addition to the regular guidance staff.
2. Schools where this special counselor is needed most and where they were assigned are: Central, East Side, South Side, and Webster Junior High.
3. Duties of this special counselor include:
 - (a) Work with the head counselor and teachers to help with all problems relating to school dropouts; keep close liaison with the Central Office Director and community agencies; develop in-service programs, etc.
 - (b) In cooperation with counselors and teachers discover and identify potential dropouts and those vulnerable to failure as early as possible so that special assistance can be given. Maintain necessary records on each for instructional purposes.
 - (c) Work closely with each of the students in this special group on a personal basis and, where necessary, arrange for tutoring and remedial help so that they can keep up with the class and have successful school experiences. They should be assisted to know and to reach their full potential and to aspire to a worthwhile dignified self-image. These students are to remain part of the class group as much as possible to avoid feelings of being different and inferior.
 - (d) Hold many conferences with parents, going into the homes, if necessary, for interviews that will impress upon them the value of education and to get their cooperation for helping to encourage and persuade students to continue education. Where needed, referrals should be made to community agencies for special assistance, with necessary follow-up.
 - (e) Hold frequent individual interviews with students in this special group and maintain a friendly relationship with them so that they will feel that someone is personally interested and cares what happens to them. The summer federal dropout project demonstrated that this kind of personal attention was very effective for motivating students to return to school. This personal attention, almost daily, requires considerable time.

- (f) Conduct group meetings and conferences for parents during day and evening hours to discuss problems of their children, school progress, preparation for work, etc.
- (g) Through testing, teacher reports, and study of the cumulative folder data, appraise the capabilities, strengths and weaknesses of each to determine his educational needs. With the cooperation of the principal, arrange a modified school program that will suit individual requirements. With the recent residents, counselor will test and gather data as soon as possible so that this appraisal can be done and cumulative folders developed.
- (h) In subjects like English, Social Studies, and Mathematics, have an ungraded class with carefully selected, non-achieving students, and through group instruction, permit each to proceed at his own pace. They can advance from group to group within the class. Counselor and teacher would work very closely on this. Instead of having these students distributed in a number of classes, they would be organized into one class with this group type of instruction.
- (i) The special counselor will conduct regular group guidance activities for these students to help them develop attitudes, how to study habits, how to prepare for work, how to dress, how to make out application blanks, etc. A homework study period could be maintained to assist in preparation of lessons. Orientation to self, school, home, work would be stressed.
- (j) The special counselor will arrange to take these students on trips into industry to see workers and what employers expect of them. They would also be taken on field trips of a cultural nature.
- (k) The special counselor will arrange for representatives from the employment services and from industry to speak to these students to discuss the kinds of jobs that they would be able to enter and how to prepare for them. They will be given valuable occupational information, labor and manpower trends, etc. They would also arrange for interviews with successful workers in various fields. They would be helped with career planning and setting up realistic vocational goals. Counselors work closely with the Youth Career Development Center for occupational testing, job counseling and placement, and occupational information to give these students a realistic picture of the world of work.
- (l) This special counselor should not be responsible for discipline, but will work closely with the school's disciplinarian to achieve improved behavior and personal adjustment. Maintaining a friendly rapport and relationship between the counselor and the students is most essential for raising aspirations and for motivating these students. The authoritarian role of the disciplinarian would work against this.

- (m) Arrange with the Youth Career Development Center of the New Jersey Employment Service to have these students tested and, where necessary, place students in part-time jobs. These students can be encouraged to stay in school by the possibility of being placed in the work-study program. Upon graduation, they will be assisted with job placement and job counseling.
- (n) Arrange for these students, on an individual basis, to participate in groups and extra curricular activities. This will enable them to become part of the school and feel that they belong.
- (o) Assist in coordinating the day services with after-school evening counseling clinic service.
- (p) Work toward possible development of a diversified occupations work-study program to be established in the school.
- (q) Keep a daily log of meetings and visits and of activities with counselees. Have frequent evaluation of the progress and direction of the program in cooperation with the school staff and the Director of Guidance. Prepare monthly reports for the Central Office and Board of Education.

II. Evening Guidance Clinics

Organized and implemented an after-school counseling clinic in each of these four high dropout schools on a once-a-week basis. This service during late afternoon and evening is available to parents and out-of-school youth to provide information and guidance to assist dropouts to resume their education. This evening clinic is staffed by a qualified certified member of the school's counseling staff and meets every Monday from 5:00 to 9:00 p.m. on an all-year-round basis, including the summer months. This service encourages boys and girls who have left to reconsider their plans and to take advantage of the opportunity for special guidance help.

Counselors help these youths to re-examine their abilities, study opportunities for training and employment and to acquire skills for permanent employment. All families in Newark are invited to use this evening counseling service whether or not they reside in the particular school district.

This additional out-of-school guidance service is helpful for parents of day students who cannot visit day school because of employment or other reasons. Many older brothers and sisters of dropouts, and in some instances parents, too, are among those who are utilizing the clinics for personal assistance.

III. Work-Study Program -- Diversified Occupations

The Board of Education has authorized the organization and implementation of a cooperative Work-Study Program that will help students bridge the gap between school and employment and serve as a motivating device to prevent dropouts. Plans for this have been under study and discussion for over a year, but the impact of the summer "Dropout Crash Program" stepped up and accelerated action in this direction for immediate implementation.

In this program a group of 25 students, carefully selected as possessing potential for successful employment, spend a half day in school on general education subjects and related job study and one-half day on a carefully selected, supervised work situation. Instruction is geared to the individual needs of students to prepare them adequately for suitable permanent employment. A combination of school and work will enable them to acquire the attitudes, work habits and skills that young workers need to make good on the job and to make progress after they get it. Supervision and follow-up on each student and the cooperation between employer and the school will give each trainee every chance and opportunity to develop to the fullest and to achieve dignity and self-realization. Many students dropping out of school will lose this opportunity. It is a good incentive.

In order to establish a dynamic, successful work-study program that will meet the specific needs of Newark students, the following procedures have been developed:

1. Since the need to provide suitable education experiences for the non-academic and the non-college bound student has been pin-pointed dramatically by the summer dropout project and by other studies, it was recommended that a Diversified Occupations type of work-study program be initiated as a pilot study. This Diversified Occupations Program would prepare for rather routine and semi-skilled occupations to meet the needs of the lower ability group. Later on, it may be expanded to include a Distributive Education Program that would prepare for employment on a higher level at the retail establishments in the community.
2. A full-time coordinator, under the leadership and supervision of the Director of Guidance, was assigned to this program to have responsibility for the organization and supervision required. This person has a guidance certificate and business experience, and good rapport with students and teachers.
3. This Diversified Occupations Program requires close cooperation and joint effort with officials and employment personnel from business and industry and from the New Jersey Employment Service, especially, the services of the Youth Career Development Center.

4. Employers are selected carefully in order to give students the kind of job experiences needed on a rotation basis and to avoid any exploitation. Only employers who understand the program and have sincere and personal interest in the students are chosen. They should be ready to pay acceptable wages, and provide these student trainees with the same consideration given other employees.
5. School work is related to the trainee's job in order to give meaning to the classroom experience. Study of the job's duties should be made to assure this relationship.
6. In-service programs with the school faculty are necessary to provide instruction that is suited to the students and that is tied in with the job experiences. The principal should be sympathetic to the program and understand his responsibilities for in-service and development of this program.
7. Careful records are maintained and studied on students including the cumulative folder, test data, teacher observations, etc. to help with the screening of students and to measure their progress and achievement. This requires assignment of clerical help to the program.
8. Provisions are made for evaluation of this program for changing and revising the curriculum and procedures as indicated by needs and experiences with the program. A supervisory committee representing education, business, and industry should work on this.
9. Students selected for this Diversified Occupations Program are at least sixteen years of age and preferably in the senior class to tie in the completion of the training period with graduation and permanent full-time employment.
10. The Diversified Occupations Program is organized as a one-year unit for seniors leading to graduation and the high school diploma. This includes English, U. S. History, Health and Physical Education, and group guidance with the granting of 7½ credits for the work part of the program. It has been placed in a school where advantage can be taken of shops and practical arts facilities. Central High School is a good choice to experiment with this program as a pilot project.

A full-time coordinator was assigned to this project and is responsible to the principal, head counselor, and the Central Guidance Office. He works closely with employers and teachers to guarantee a sound, realistic and student-centered experience. Special functions and duties cover the following:

1. Cooperate with the head counselor to integrate the Diversified Occupations Program and the counseling of the student trainees with the over-all guidance services of the school.
2. With approval of the Guidance Director, to have responsibility for the organization, development and supervision of the program; making all necessary contacts with employers for securing job assignments, rotating them, and supervising students on the job.
3. Arrange group guidance activities needed for the students in the Diversified Occupations Program on a regularly scheduled basis. Prepare guide outlines for these, covering personal adjustment and orientation to the job experiences, etc. Bring in faculty as much as possible.
4. Spend one-half of the day in school activities and one-half day in contacts and activities with the participating employers for individual placement of students. This includes teaching an occupations, or job related, or guidance orientation course for the trainees.
5. Prepare a suitable course of study for the Diversified Occupations Program and suitable outlines for various aspects of the program. In cooperation with the guidance and teaching staff, prepare procedures for screening students and supervising their work.
6. Work closely with teachers to adapt instructional materials to the needs of these students through in-service programs, personal and group conferences, etc.
7. In cooperation with the teachers in the job related courses, develop and prepare suitable courses of study and lesson guides to meet the needs of students in this program.
8. Cooperate with the Youth Career Development Center, a unit of the New Jersey Employment Service, for occupational testing and placement of students in order to give experiences in suitable job situations.
9. Work closely with trainees on individual basis in order to know their capacities and needs and to assist in providing them with desirable experience.
10. Keep parents informed of progress of trainees and get their cooperation and participation in the program wherever possible. Parent attitudes are important to success of the student trainee and the program.

11. Arrange for evaluation of the program, both for in-school and on-the-job activities for procedures and for student progress. This helps to give realistic direction to the program.
12. Prepare periodical reports on development and functioning of the program for the Superintendent of Schools, Board of Education and Guidance Department with recommendations for improvement of the program based on evaluations of experiences and needs.
13. Keep informed of labor trends and employment opportunities for realistic planning of course content related to work and future occupational goals.
14. Arrange for extra curricular and cultural experiences and activities to enrich and upgrade student background. This includes visits into industry, museums, training institutions, employment offices, etc.

KINDS OF ASSISTANCE GIVEN IN SPECIAL PROGRAMS

The special counselors assigned to work with the dropouts, evening clinics and the work-study programs have been functioning very effectively. They have been increasing their activities in meeting with dropouts, potential dropouts, their parents, teachers, and community agencies. They work closely with the Central Office in developing the kind of services needed by students in their schools and are having a very material effect on motivating students and keeping them in school. Many of these students, without the extra attention and help, would have dropped out.

Daily logs that are kept by these special counselors and the work-study coordinator are on file in the Central Guidance Office and are available for examination. Following are summaries taken from these accounts that illustrate the kinds of assistance given.

- A. SPECIAL DROPOUT COUNSELORS at Central, East Side, South Side, and Webster Junior High, through intensive counseling, are salvaging many students and motivating them to continue their education. They are keeping close to the "summer returnees", most of them showing improvement in attendance, achievement, and ambitions. Some are on the honor roll, some now plan on college and scholarships. Taken from daily logs:
 1. Discovered boys taking goof balls. This matter was turned over to Dr. Weingast and Mr. Barnes, special investigator.
 2. Interviewed twenty boys and brought them on field trip to vocational school to observe the program and shops.
 3. Interviewed F. D. who is upset and disturbed over personal problems with family and boy friend. She was counselled against going steady. An interview with the boy, a dropout, was arranged for the Monday Night clinic.

4. W. P. was referred by grade counselor as potential dropout who was discouraged and ready to give up. He was put on daily interview to motivate and help retain him in school.
5. A visit was made to the home of A. S. whose attendance record was poor. He was sent to school, but did not show up there. The mother and father were asked to come to the evening clinic.
6. Arranged for several students to be tested at the Youth Career Development Center.
7. Interviewed B. S. and her mother who did not know of her P. I. and plans to leave school to go South. The situation and future plans were discussed.
8. D. D. came in to see about quitting school and after conferences with her and her mother, she decided to remain. Summer school attendance to make up work was arranged.
9. Called in E. E., a returnee from summer dropout project, to compliment her on record of all B's except one C and only absence due to bus strike. She will stay to graduate.
10. D. P. is a returnee who was planning to leave again. Counselor talked her into remaining for rest of year and going to Central Evening in September. Help will be given in getting her a part-time job, if possible.
11. Conference with social worker regarding F. R., who was beaten by five boys and needs personal attention. Waiting for psychiatric report before deciding action in this case. Will keep daily check on him.
12. Conference with probation officer about P. H. Interviewed P. H. who was depressed because of the robbery, etc. He was relieved and grateful after "talking out" difficulties. Will see him regularly.
13. Helped reinstate E. L. back from State Home and to adjust to school.
14. Conference with D. L. and her aunt about transfer to another school because they moved. Advised that this is impractical at this time, better to start there in September. Got her bus tickets for rest of term.
15. Made home visit for J. L. who did not come to school. Girl was emotional when mother asked for whereabouts. Father is heavy drinker and refuses to provide money. Arranged to see father in evening clinic, but he failed to show up. Will keep after him.

B. EVENING GUIDANCE CLINICS are available on Mondays from 5:00 to 9:00 p.m. at Central, East Side, South Side, and Webster Junior High Schools. The clinic counselors are reaching dropouts, their families and the parents of potential dropouts through numerous phone calls, letters and announcements of the service in school, P. T. A., and churches in the neighborhood. It is now possible to interview parents who cannot appear at day school because of employment. Benefits derived from these clinics indicate that they should be continued during the summer. Some typical situations:

1. Mrs. C, a thirty-nine year old mother, came in for help about her daughter. In addition, she, the mother, was assisted in enrolling at Central Evening High School for September so that eventually she will receive the diploma and the training necessary to become a secretary. She is now a sewing machine operator.
2. Letters were prepared and mailed to dropouts to encourage them to visit the clinic. Appointments were made by phone for them, their parents, and older brothers and sisters.
3. Assisted two Cuban young men, twenty-three years old, who came to inquire about training in industrial arts and possible college entrance and college boards examinations.
4. Interviewed Mr. and Mrs. C about son's failure in English and the possibility that he might not graduate. They will keep after him to do his work and were pleased at school's interest.
5. Mrs. C works days, separated from husband, attends clinic every Monday night. She is concerned about her three children attending school. One boy was out working in a bakery without her permission. She checked with the employer about this. The boy's school work has improved since the mother has been attending these clinics.
6. Interviewed Mr. B about son R who is a senior, who wants to leave school because he is failing and might not graduate. He will now stay and try to work out his problems.
7. Interviewed G. T., a summer dropout, who left to go to work. Now interested in returning to finish school and will go to summer school to make up lost work. He has new motivation.
8. Conference with J. W. who dropped out last year and is now in evening school. Wants to return to day school for diploma.

9. Interviewed Mr. and Mrs. B about attitude of their son who requires constant attention and supervision. They have over-indulged him; should give more discipline.
 10. Conference with Mr. and Mrs. D. C. who were surprised to learn of son's cutting school and that he is a potential dropout. Arranged interview with vocational school where program will be more suited to boy.
- C. WORK-STUDY PROGRAM was set up to help in the transition from school to work. The coordinator has worked very closely with the Central Office and with employers to establish preliminary steps and procedures for the diversified occupations work-study-type program. Activities cover the following:
1. Screening and selection of students, interviews with employers and the career development center, have resulted in trial placement of seven trainees at Kresge, Bamberger, Orbach, Fidelity Union Trust, Prudential, National Newark and Essex Bank and Western Electric Company.
 2. Student trainees are dismissed from classes at noon, have lunch, and report to their work stations by 1:00 p.m. Each works a minimum of 20 hours per week and receives an average wage of \$1.25 per hour. They will continue through the summer. This requires that school supervision also continue through the summer.
 3. A brochure was prepared for distribution to prospective employers and others interested that explains the program in detail and how it functions. Mr. Burns is now looking into possible printing of this.
 4. Instructional guides and materials are being prepared for full operation of the program in September when a total of twenty-five trainees will be placed on jobs.

The Diversified Occupations Program has been functioning within the frame-work of its primary purpose which is to help students bridge the gap between school and employment and to make education more meaningful to them. This is evidenced by reactions of participating students in this program who are working very successfully at their jobs. They are showing renewed interest in school work and high motivation toward preparation for their vocational goals and permanent employment. The following are comments that these students have made about their work-study experiences:

1. "It can't be beat. It's worthwhile not only to me, but to all of us because it gives us a chance to gain the opportunity of work experience."
2. "It is beneficial to me because it gives me a chance to gain experience in my ambition which is working as a banker at Fidelity Trust."
3. "I like this program for the students of Central. Those boys whose courses are in shop can find that jobs will give them experience as well as earn them money while they go to school."
4. "I like this program very much because it helps train you in various fields and prepares you for proper work habits."
5. "I think it is a very good program because you get a chance to earn money and still go to school. This helps to keep a lot of kids in school that otherwise might drop out."

II--ACCOMPLISHMENTS AND FUTURE PLANS AS REPORTED BY SCHOOLS

Following are reported highlights of guidance effort that bring into focus activities and achievements of the school guidance services of the past year including special listing of practices for helping students make adjustments and develop their full potentialities through counseling. These are followed by the school's projected plans for the coming year that will serve as a guide for the program:

ARTS HIGH SCHOOL

1. GENERAL: Our outstanding accomplishments this year included the college counseling and college orientation programs; the testing program; orientation program for freshmen; and home visitations.

2. INDIVIDUAL COUNSELING:

EDUCATIONAL: Students were given educational guidance in the pre-admission program in which visits were made to some feeding schools to discuss the educational offerings of our school. Individual conferences were held with students. Home-room conferences and after-school meetings were also held.

OCCUPATIONAL: Special assembly program was held on careers to help students with vocational planning. Small group meetings after school in the guidance office were also held. Groups were sent to special vocational conferences that were set up by the Urban League. Special guest speakers met students in the guidance office representing the army and business and industry.

PERSONAL-SOCIAL: Students received individual counseling relative to social needs in order to enable them to become more socially acceptable to their peers and to become a part of their age group. Many conferences have been held with ministers and priests in an effort to reach a few students who seem to lack a sense of personal worth.

3. PLANS FOR NEXT YEAR: A student handbook is planned for next year to enable students to know the rules of the school. A career guidance project conducted throughout the year will include a series of vocational conferences culminating in a school-wide conference in March. A parent orientation program for the 9th grade parents will be held. A college night with about 35 college admission officers is also planned. For International Day, a Human Relations Project will be conducted. There will be two in-service faculty meetings.

BARRINGER HIGH SCHOOL

1. GENERAL: As a result of strict and persistent guidance policies in the tenth grade, there were fewer discipline and adjustment problems in the eleventh grade. More juniors took the Preliminary Scholastic Aptitude Test and most of the junior class is aware of the requirements for college. There has been a constant program to get the students to formulate concrete plans for the future. We are proud of our liaison between school, parents, teachers and students.

2. INDIVIDUAL COUNSELING:

EDUCATIONAL: College group guidance programs were held with parent groups, students and counselor, students and college admissions officers. Conferences regarding college requirements, testing programs, scholarships, etc. were held regularly during the school year.

OCCUPATIONAL: Weekly group guidance conferences were held for vocational planning activities. Some were with schools, such as Drake Business College, Berkeley Secretarial School, Business School of Machines, etc. and some were with representatives from business and industry who spoke with groups of students about opportunities in their areas.

PERSONAL-SOCIAL: Counselors have good rapport with students that make it easy to counsel them regarding personal-social matters.

3. PLANS FOR NEXT YEAR: Going into our new building with 1000 more students, a 9th grade, and a Business Department which we have never had, present many new guidance problems. Orientation to the new building will be our major project; however, we plan to expand our vocational guidance service by maintaining a "vocational" file on each student. This would include his interests and aptitudes as well as work experiences.

CENTRAL HIGH SCHOOL

1. GENERAL: Through great effort, more pupils were interviewed than had been the practice in the past. There was close contact between counselors and homeroom and subject teachers. This helped increase the number of group guidance sessions as well as the one-to-one interviews.

2. INDIVIDUAL COUNSELING:

EDUCATIONAL: All the pupils in the school were individually counseled by their grade counselors to set up educational goals and plans. Where needed, several interviews were granted to the same individual. Seniors who were continuing their school work after graduation, were counseled individually and in groups. The

CENTRAL HIGH SCHOOL (Continued)

individual interviews were held before, during and after school hours. Several group conferences were held after school for the college-bound and for those interested in furthering their education whether for college or technical school, etc.

Also, the guidance department worked very closely with college students who offered free tutoring service to pupils who needed extra help in their academic subjects. One group of students from Rutgers, Newark, offered this service every Tuesday and Thursday evenings from 7:00 to 8:30 p.m. Another group of students from Newark College of Engineering offered free tutoring service every Monday and Wednesday from 4:00 to 5:00 p.m. in the science and math. fields.

OCCUPATIONAL: Same procedures as above were used for vocational counseling. Also, pamphlets, bulletins and other informational records were distributed to pupils, displayed on bulletin boards and put in strategic places in the school such as the library, cafeteria, etc.

PERSONAL-SOCIAL: In addition to the above procedures, material and in-service training were given to counselors at meetings. A project was also conducted in which counselors, distributed questionnaires to their counselees.

3. PLANS FOR NEXT YEAR: We plan to develop better communication between the Guidance Department and the different departments in the school that are directly concerned with helping the pupils solve their problems. These are the school's attendance department (together with the members of the Bureau of Attendance from the Board) plus those concerned with pupil tardiness or cutting. This better communication will be given special attention, especially, where referrals are made to the dropout counselor, the regular counselor or the social worker.

EAST SIDE HIGH SCHOOL

1. GENERAL: We have interviewed each pupil at least twice and then once again for next year's program or summer school. We have been able to devote more time to the seniors and to problem situations. An attendance check system has greatly improved our attendance and academic achievement.
2. INDIVIDUAL COUNSELING:

EDUCATIONAL: Personal interviews were stressed. The pupils were carefully assisted by the grade counselors in the areas pertaining to educational plans. Scholarship and college information was offered on a group basis as well as an individual basis.

EAST SIDE HIGH SCHOOL (Continued)

OCCUPATIONAL: Career information was offered via the daily bulletin and through the placement counselor. Material from the Central Office has been distributed to the appropriate classroom teachers for students in their classes.

PERSONAL-SOCIAL: The personal interview was used to help pupils with problems when difficulties were noted. Many situations involving personal-social relationships were aided which affected school attendance and academic success.

3. PLANS FOR NEXT YEAR: We want to work more closely with pupils who are indifferent to school and who are potential dropouts. We strive for closer cooperation with the home. We want to do more to help seniors to plan for college and for high level careers.

SOUTH SIDE HIGH SCHOOL

1. GENERAL: We have succeeded in identifying all those students who are most obviously in need of guidance and of special services of social worker, psychologist, special education, etc.

2. INDIVIDUAL COUNSELING:

EDUCATIONAL: Special small group meetings were held on the 9th and 11th grade levels. On 9th grade level, the project for college-bound youngsters emphasized steps that should be taken as early as grade 9 to prepare for college. Distribution of special reading lists, resource aids, encouragement, etc. helped.

OCCUPATIONAL: Twenty-seven group guidance sessions were held at which youngsters, especially in 11th and 12th grades, were given opportunities to become familiar with job opportunities and types of jobs, and to meet with leaders or personnel people in those fields.

PERSONAL-SOCIAL: Considerable work was done with the screening of approximately 100 youngsters who were in special need of guidance services. Initial conferences with most of them, and the beginnings of some case-conferences with other school personnel concerning them were held with advantage to staff and students.

3. PLANS FOR NEXT YEAR: Continue our present projects and the regular day-by-day work of helping students make adjustments and develop their potentialities.

VAILSBURG HIGH SCHOOL

1. GENERAL: Our accomplishment this year was the development of better counseling service to the individual student. We have developed a better, more realistic relationship with teachers and chairmen--encouraging them to use the guidance folder more carefully and more frequently, thereby improving the counseling of students in the choice of pattern of studies. We have also developed a much stronger placement service, which has included greater dissemination of occupational information, arranging for speakers from industry and technical schools for juniors and seniors, and greater use of the Youth Career Development Center for dropouts as well as for graduating students.

2. INDIVIDUAL COUNSELING:

EDUCATIONAL: Extensive work was done in collaboration with the chairman of departments, in revision of the curriculum. Emphasis was placed on the importance of meeting the needs of the academically handicapped and a real effort was made to adjust patterns of study for those who were potential dropouts. Adjustments for these latter students were made, frequently, through the counseling interviews. Counselors from the vocational schools visited Vailsburg High School and met with large groups of interested seniors to describe educational opportunities in the adult technical programs. As a result of this endeavor, several graduating students have enrolled in the adult program for the next school year.

OCCUPATIONAL: The placement counselor arranged group conferences with representatives of business and industry who described job opportunities to members of the senior class. Jobs were secured for several individuals who were about to drop out of school, but who remained in school because of employment. Group conferences (home room guidance) geared to the development of a realistic approach to the problems of the world of work were conducted for the juniors.

PERSONAL-SOCIAL: Many interviews were conducted by all members of the guidance staff for matters pertaining to personal-social relationships. Parents and teachers were included in these conferences in order to help the counselors gain insights into the pupils' problems and to help them adjust to problem situations.

3. PLANS FOR NEXT YEAR: The expansion of group guidance activities will be given major attention next year. Already, plans are under way to develop topics and projects of particular interest for each grade level. Along this line, we plan to try to bring parents in on these group conferences--in order to strengthen the bond between the home and classroom.

WEEQUAHIC HIGH SCHOOL

1. GENERAL: All 9th, 10th and 11th grade students were given tests of mental ability. A school and community profile was revised and printed. Special attention was given to culturally deprived students with potential for outstanding work in cooperation with other institutions, such as Princeton University. Group guidance meetings were held with parents in order to effect cooperative planning for the students. Follow-up study of last year's graduates was made. With the aid of other agencies, such as the Youth Career Development Center, many seniors were counseled for possibilities of obtaining employment. Orientation meetings were held with 8th grade pupils and their parents. The head counselor and other counselors attended many meetings at school and non-school facilities in order to gain additional information and insight in order to effect better counseling.

2. INDIVIDUAL COUNSELING:

EDUCATIONAL: Individual schedules were arranged in many cases to meet special needs of pupils. In some cases transfers to other schools were made as recommended by Department of Special Services. Through counseling, students were placed in ability grouping in certain subject areas. College counseling was given on an individual and group basis to college-bound students.

OCCUPATIONAL: Arrangements were made with the Youth Career Development Center to test and counsel students who were undecided as to their future goals. Employment personnel and professionals met with students in order to give them information regarding job requirements. Many students were recommended and placed in good positions through the Placement Office.

PERSONAL-SOCIAL: Students with personal problems were referred to and counseled by the head counselor. These referrals came from counselors, teachers, and the administration. The more serious cases were screened and referred to the Department of Special Services and to other community agencies and services for evaluation and recommendation.

3. PLANS FOR NEXT YEAR: Complete the testing battery for 9th grade students in order to determine their aptitudes in planning their educational and vocational objectives. A series of career activities are planned for the non-college-bound students and also activities for aiding college-bound students in order to facilitate post high school planning.

WEST SIDE HIGH SCHOOL

1. GENERAL: The outstanding accomplishment during the past year was the career-day program. Representatives from industry, business, and the professions were invited to participate. Included were an assembly program, and group conferences to help the students think realistically about vocations. Evaluations and writing projects indicated that students looked forward to and benefited very much from the career program.

2. INDIVIDUAL COUNSELING:

EDUCATIONAL: Face-to-face relationship between the counselor and the student helped the student to adjust in many instances. Sometimes this meant a change of pattern, sometimes, a change of subject. Capable youngsters who did not have a college preparatory pattern were encouraged to take one year of algebra and two years of a language in case they decided later to go to college. Counselors scheduled some students for remedial reading classes and others for honors classes. The guidance department prepared summaries for the faculty to identify areas and students needing special consideration. The summaries also identified those who have ability and it was suggested that they be encouraged to develop their potentiality in every way possible.

OCCUPATIONAL: Students were counseled both individually and in groups about the ever-widening field of vocations. Students interested in engineering were encouraged to attend a conference at Public Service. Typing and shorthand tests were given in school in cooperation with the Internal Revenue Department to those who were contemplating Civil Service positions. Material about state colleges was distributed to seniors because of their interest in teaching. Eleven students were accepted under the Special Admissions Project at Newark State College. Students were encouraged to join Junior Achievement and to participate in summer institutes. Help was given students to think realistically about vocations when the counselors filled out a form, Record of Vocational Interview. Students are always encouraged to come to the guidance room which has collections of materials on vocations.

PERSONAL-SOCIAL: Counselors have been helpful to students with problems of a personal or social nature. In cases of severe maladjustment, referrals were made for special help. Both the administrative assistant and the social worker have been of considerable help. Periodic ratings of students by teachers on such traits as social adjustment, initiative, and emotional stability have been helpful. The head counselor made many home visits, especially at the beginning of the school year, to encourage those who had left school to return. Two of the ones who returned will be graduating in June and will be working. Yet a short time ago, they had left and were doing very little.

WEST SIDE HIGH SCHOOL (Continued)

3. PLANS FOR NEXT YEAR: The Career Day Program was so successful that it will be repeated next year. However, instead of having one program for all of the students, there will be at least two programs, one for the upper classmen and one for the freshmen and sophomores. In addition, there will be a college night program, chiefly for the seniors and their parents. This would be early in the term when seniors are thinking about applying to colleges and need help with making applications.

BROADWAY JUNIOR HIGH SCHOOL

1. GENERAL: This year the counselors have placed special emphasis on having each individual pupil understand and work up to his potential. We have had meetings with teachers individually and in groups to apprise them of the strengths and weaknesses of the pupils in their classes. We have also informed them of any special consideration that should be given individual pupils for reasons of health, social, or emotional problems.

2. INDIVIDUAL COUNSELING:

EDUCATIONAL: A meeting is held in each of the feeding schools with the sixth grade classes to explain the junior high program to the children. The first P. T. A. meeting of the year is devoted to an explanation of the junior high school program. Conference with the sixth grade teachers is held regarding the in-coming pupils. All 8th grade pupils meet with the head counselor to have the high school program explained to them. Parents are invited to this meeting. The ninth grade pupils meet with the representatives of the regular and special high schools. Parents are also invited to this meeting.

The counselors examine pupils' choices for grades 9 and 10 and make recommendations for changes where necessary. Parents are encouraged to confer with the counselors regarding these choices.

OCCUPATIONAL: Occupational guidance activities are carried on through group guidance sessions, discussion of test results such as D. A. T. and its implications. References to occupational materials are given the pupils and discussion of occupational information is held in English and general business classes.

PERSONAL-SOCIAL: Personal-social relations are helped through individual counseling sessions and group guidance. The counselor endeavors in each initial interview with students to establish rapport so that the pupil will feel free to initiate any discussion with the counselor if there are any social or personal problems.

BROADWAY JUNIOR HIGH SCHOOL (Continued)

3. PLANS FOR NEXT YEAR: Next year, we plan to include group guidance as part of our activity program in the school. Our group guidance sessions will continue to be conducted by the grade counselor, and will be so planned that they will meet the needs of the different pupil groups in each grade as well as the total grade groups. We hope that the program will be more effective, provide more information for the individual students and do much to foster increased school spirit. It is hoped that these programs will reach all of our pupils and help them to mature educationally, socially, and emotionally.

CLINTON PLACE JUNIOR HIGH SCHOOL

1. GENERAL: There has been a decided increase in the number of teacher-counselor contacts which have resulted, through mutual understanding of the problems involved, in many more students being helped to make a satisfactory adjustment to school and retention of several potential dropouts. This in turn has made for a greater degree of rapport between the guidance staff and the rest of the faculty.

Our meetings for parents: Orientation for new 7th graders, 8th grade planning for high school, meeting for parents of 9th grade pupils recommended for Arts High School, grade meetings for under-achievers, and other meetings dealing with specific problems of a particular group of pupils, and individual parent conferences for varied reasons have met with an unusually good attendance and response. The willingness of parents to come to school and the contacts they make by letter and telephone are evidences of parental concern and interest in the school's program and an understanding of what the school is trying to do for their sons and daughters. This has resulted in a noticeable increase in parental follow-up of counselor referrals to outside agencies and recommendations. Many parents, knowing that we are interested, give us follow-up and progress reports.

There has been a greater exchange of information and joint planning and decision making between the counselors and assistant to the principal, as to what should be done to help a pupil or group make a satisfactory adjustment to a situation. The assistant to the principal has been cooperative and helpful, making decisions that would be for the good of the student involved.

Our testing program was more extensive than usual because of our participation in both the West Kinney and South Side Projects. We use the results of our testing program to identify the needs, problems, strengths, weaknesses, interests, and aptitudes of each

CLINTON PLACE JR. HIGH (Continued)

pupil. Teachers use test information to understand the pupils in their classes, to individualize their instruction and adapt their teaching to the needs of the pupils they have in class. The administration uses test results as the counselors do, as one factor to be considered in studying the growth and progress of each student and in adapting the school's program to the needs of our student body and the community.

2. INDIVIDUAL COUNSELING:

EDUCATIONAL: Our pupils participated in the Montclair State Teacher's College Tutoring Program.

A group of twenty 9th grade students also tutored other students who needed help in algebra.

A counselor on each grade level met with returned dropouts of last year. Assistance was given with homework, explaining things pupils did not understand, and, where needed, actual knowledge and skills were taught.

Seven 9th grade conferences were held throughout the year at which guest speakers discussed Educational Opportunities Beyond High School, and Opportunities in Various Career Areas and in Newark, Looking Ahead to High School in Your Chosen High School Pattern of Studies, and Orientation to High School.

An 8th grade parent-pupil meeting was held on the subject of pattern selection and ninth grade subject offerings. Parents took time off from work to attend. Over three hundred mothers and/or fathers attended this meeting, many of them staying to ask questions and make appointments with the counselors. Informational flyers and a copy of Newark's Program of Studies were distributed to both students and their parents. The day before school opened, an orientation meeting was held for all new students and their parents. Nearly every pupil was accompanied by an adult.

After the first cycle, a meeting was held for parents of pupils whose records showed that they were underachievers, in an effort to secure the parents' cooperation to help motivate these students and encourage them to work up to their capacity.

OCCUPATIONAL: Many homeroom guidance lessons have occupational implications. Guest speakers at four of the 9th grade conferences discussed Choosing Your Job, the Kind of Careers Each Pattern of Studies Prepare For, and Job Opportunities in Newark Today. Available in the Guidance Office and Library are hundreds of occupational pamphlets and books on many kinds of careers. DAT results are used to serve as a guide to career fields to be investigated. Results of the Kuder Vocational Preference Record are used by English teachers for investigation and writing of a career report by each student. The library cooperated by making a career bibliography booklet composed of references to occupations and careers. The pamphlet "Discovering Your Interests" and a study of an Occupations outline were sent to the English teachers by the Guidance Office.

CLINTON PLACE JUNIOR HIGH SCHOOL (Continued)

PERSONAL-SOCIAL: An orientation program for pupils new to our school is held the first day of the school year. It helps pupils to become familiar with the building, their new classmates, and school procedures.

Grade meetings and assemblies help boys and girls practice good manners, courtesy and acceptable social behavior.

Daily contact was made with all students assigned to our school by Assistant Superintendent of Schools in Charge of Special Services. Those students, who because of probation or parole placement, administrative, or teacher referral, have proved that they were in need of special help. We have had 101 boys and girls, during this year, on probation and parole for one reason or another, mostly because of anti-social behavior. One counselor, in addition to meeting with these pupils individually, met this group as a club for a jam session each week. Weekly contacts are also with probation officers and these pupils.

3. PLANS FOR NEXT YEAR: Next year, among our plans will be increased efforts to make the faculty and community aware of the need for expanded guidance services; revision of homeroom guidance lessons through teacher committees; more group contacts with pupils. Increased services to the staff will be organized. More case conferences will be held on pupils who are not making an adequate adjustment or who are under-achieving or who are having special problems. Regularly scheduled meetings with both the homeroom teachers and subject teachers of the classes they are counseling will also be held. We will expand the tutoring project on a broader basis than this year, and will sponsor one faculty, one P. T. A., and an assembly program during the year to arouse interest, publicize services, give information, etc.

MADISON JUNIOR HIGH SCHOOL

1. GENERAL: Our outstanding accomplishment this year was concerned with individual pupil guidance; classroom group guidance; and establishment of closer student-parent school relationships.

2. INDIVIDUAL COUNSELING:

EDUCATIONAL: Conferences were held with parents to emphasize educational needs of their children. Representatives from senior high and vocational schools came to discuss offerings in their schools. Individual discussion of Kuder and D. A. T. Profiles helped pupils understand their interests and capabilities.

MADISON JUNIOR HIGH SCHOOL (Continued)

OCCUPATIONAL: Visitations, programs, literature, and visual aids for occupational information and experiences, all helped students become acquainted with vocational information for career planning.

PERSONAL-SOCIAL: Club activities had programs for developing charm, hobbies, and dramatic interpretations.

3. PLANS FOR NEXT YEAR: We plan closer cooperation with PTA in establishing a better image of the school's function in the community. Group activities in Grade 7 will emphasize rules, regulations, and study habits. In grade 8, social, personal, and vocational guidance will be emphasized and in grade 9, responsibilities, citizenship, and educational counseling for senior high selection of patterns.

SEVENTH AVENUE JUNIOR HIGH SCHOOL

1. GENERAL: The over-all outstanding accomplishment of the guidance service is four-fold. One major task was the rewriting and updating of the group guidance lessons which were used bi-weekly in the homerooms during the guidance periods. Subjects pertinent and important to our theme, "Citizenship Responsibility" in the growth of the student were effective. Novel methods used in presenting lessons and student participation developed leadership which was evident to the homerooms and throughout the school.

Communication between the home and school was improved through the school newspaper and monthly letters which were sent to parents in order to keep them informed of the activities of the school and also gave opportunity to give information pertaining to guidance. Each issue had an article on guidance. A specialist on Family and Home Adjustment was secured by the Guidance Department for a P. T. A. meeting.

A volunteer tutoring service under the direction of the Junior National Honor Society members and the Guidance Department proved helpful and popular. Each member tutored the subject he was best able to do.

2. INDIVIDUAL COUNSELING:

EDUCATIONAL: Pre-admission visitations were made to 6th and 8th grades sending pupils to our schools. Orientation talks were made and the 8th grade pupils were informed as to possible choices to make. Conferences were held with the grade teachers, social workers and administration from the schools in order to follow through on any special problems. Their recommendations were used as a basis for grouping. Personal interviews were held with dropouts and non-achievers in order to help improve study habits. Guidance lessons on study, budgeting time, were given as a means of aid.

SEVENTH AVENUE JUNIOR HIGH SCHOOL (Continued)

EDUCATIONAL: (Continued) Students have had access to bulletins, pamphlets and books in the guidance office and library on How to Study, Stay in School, etc. Individual scheduling was based on pupil's needs and abilities. The idea of "fitting the curriculum to the pupil" instead of the "pupil to the curriculum" was one of the ways of trying to keep the potential dropout in school and to help meet individual needs.

OCCUPATIONAL: Career Day was held on May 1 with the theme "Prepare for Tomorrow by Learning Today". A series of small workshop sessions was held at which twenty-five representatives from the professions, armed forces, and business and industry discussed careers. The Director of Guidance spoke in the final assembly in summary and a question period followed. Pamphlets and books were loaned to departments who cooperated in the project. The new SRA set on Careers has been most helpful as it spells out in simple fashion interesting facts plus training needed.

Counselors discussed the labor laws and regulations for pupils as many of our pupils were working without working papers.

The Kuder Vocational Inventory helped in class discussion and individual counseling and aided in helping pupils discover some of their strengths and weaknesses.

PERSONAL-SOCIAL: Counselors encouraged pupils to participate in extra curricular activities and to go on trips, etc. Many trips were taken and counselors were alert to help in standards for public and private behavior, and other attributes necessary for good citizenship. On all of the trips the citizenship responsibility discussions proved worthwhile as the entire school has grown in good behavior. Case conferences were held that included administration, social worker, guidance counselor, and teachers, that concerned pupils who needed special understanding and treatment. These proved invaluable to the child and the teachers involved. The guidance department recommended to the school psychologist a group therapy class of twelve girls who were seriously disrupting classes and seemed disturbed. While the time was too limited, some improvement was made.

3. PLANS FOR NEXT YEAR: An enlarged tutoring service will be started early in the fall. The 8th graders inducted in the Junior Honor Society will form a nucleus as a service to their classmates in order to combat failures and lack of interest in school work. We plan to work with the parents and pupils on career planning in order to encourage pupils' remaining in school, and to continue the cooperation with teachers on raising standards and future outlook of students through trips, assembly programs, and club activities.

WEBSTER JUNIOR HIGH SCHOOL

1. GENERAL: As a result of extensive counseling, a number of 7th graders were re-scheduled to different groups for purposes of better adjustment.

At least fifty potential dropouts were thoroughly counseled by the special counselor in charge of dropouts (as assigned by Board of Education.)

2. INDIVIDUAL COUNSELING:

EDUCATIONAL: Orientation assemblies were held for new students. Meetings with parents of 8th graders were conducted. Administration of Differential Aptitude Tests to 9th graders and follow-up conferences of results proved helpful for educational planning purposes.

OCCUPATIONAL: Administration of Kuder Preference Record and follow-up of individual interviews regarding vocational plans were very effective for career planning activities. Failures, potential failures, and potential dropouts are interviewed in an effort to salvage them and to plan suitable training. Various subject teachers discussed possible occupations based upon skill in particular subject areas and encouraged brilliant students accordingly.

PERSONAL-SOCIAL: Personal interviews are held with every pupil by the grade counselor with the purpose of encouraging each to obtain suitable education and to develop personal qualities and traits.

3. PLANS FOR NEXT YEAR: Because a large number of additional 7th grade pupils are to be transported by bus to Webster, it will be necessary to devote a great deal of time to study, orientation, counseling and schedule adjusting.

WEST KINNEY JUNIOR HIGH SCHOOL

1. GENERAL: We expanded our resource program of vocational information by bringing in more resource people from the professional, semi-professional and trades areas to broaden the occupational horizon of our pupils and also to help them make wiser selections of high school programs.

In order to develop greater rapport with the homes of our students, we intensified our efforts for inviting the parents of our 7th and 8th grades to school. An outcome of this program was the voluntary appearance of parents at the guidance office for personal interviews with the grade counselors. The parents no longer felt that they had to wait for a letter asking them to come to

WEST KINNEY JR. HIGH SCHOOL (Continued)

GENERAL:(Continued) school to discuss their child's progress. They have begun to realize that the school exists to serve them and their children and that education is a cooperative effort of home, school and community. Officers from several agencies were invited to school during guidance staff meetings to explain the work of their agencies. As a result of the better understanding of their function we were able to make several referrals to these agencies during the course of this year, and we plan to utilize these services to a greater degree.

2. INDIVIDUAL COUNSELING:

EDUCATIONAL: Individual conferences are held for 9th grade programming with students, parents, and students and parents. Group orientation programs acquaint students with the high school programs of study and subject choices. Group orientation programs are held for vocational schools and visits to them are arranged. Individual conferences are held for making schedule adjustments to meet needs of individual students.

OCCUPATIONAL: Group meetings are held regularly to present vocational information to help with career planning. Individual conferences discuss vocational goals and outline plans for realizing challenging and worthwhile goals.

PERSONAL-SOCIAL: Group guidance lessons were conducted covering: What is my Personality; How to Study; How to Behave in Cafeteria, Halls, Classrooms, Library; Why Stay in School; What the Report Card Means to Me; How to Select a Vocation; and Worthy Use of Leisure Time.

3. PLANS FOR NEXT YEAR: Plans for next year will be to further develop the areas of vocational information, improve rapport with students and parents, and contacts with agencies.

CENTRAL EVENING HIGH SCHOOL

1. GENERAL: With ever-increasing numbers of dropouts returning to evening high school seeking diplomas, the work of the head counselor assumed a more significant role in the educational program. Greater emphasis was placed upon helping reinstate dropouts with desirable selection of subjects and outlining future goals. Central Evening's curriculum and staff provided courses and motivation that helped students meet standards and requirements for diploma and employment.

CENTRAL EVENING HIGH SCHOOL (Continued)

2. INDIVIDUAL COUNSELING:

EDUCATIONAL: Industrial personnel, business representatives, armed forces officers and college officials were invited to participate in our guidance projects. Orientation for incoming non-English speaking students was administered by group guidance sessions. Procedures and information pertaining to PSAT., SAT., NMSQT., DAT., U. S. Air Force Aptitude Test were also handled through group guidance sessions. Over 100 applications for High School Equivalency Certificate were processed.

OCCUPATIONAL: Part-time, summer and full-time job placement is an extremely important function of our Guidance services. Liaison with Bamberger's Diploma Squad Program and many other individual employers presented excellent opportunities to observe the success and failure of individuals on the job, and develop actual knowledge of the local labor market. These contacts led to job placement of many of our students who must be self-supporting.

PERSONAL-SOCIAL: The needs of many students attending Central Evening High School make greater demands on social and educational institutions, yet they are without knowledge of what or how to use these resources. Informational services located in the Guidance Office and Library furnish these students with data and personal help for obtaining assistance for overcoming their personal and/or social problems.

3. PLANS FOR NEXT YEAR: We intend to provide a major guidance project of planned group-guidance or guidance-class approach. This project will give us the advantages of making maximum use of personnel, of material, of space.

SUMMARY OF SCHEDULED STUDENT INTERVIEWS
(As reported by Head Counselors)
Junior and Senior High Schools

September 1963 - June 1964

<u>School</u>	<u>Number Interviews By Grade Counselors</u>	<u>Number Referrals To Head Counselor</u>	<u>Number Referrals To Bd. of Education</u>	<u>Number Referrals to Agencies</u>
<u>Sr. High</u>				
Arts	1,200	74	10	60
Barringer	8,500	553	486	201
Central	3,550	150	71	25
East Side	4,000	100	30	104
South Side	9,000	500	830	183
Vailsburg	1,900	115	14	14
Weequahic	4,966	164	33	90
West Side	5,100	3	33	14
<u>Jr. High</u>				
Broadway	2,000	40	120	11
Clinton Place	3,481	500	110	504
Madison	480	125	12	17
Seventh Avenue	1,840	175	115	38
Webster	1,500	150	60	28
West Kinney	3,258	40	62	22
<u>Evening High</u>				
Central	-	200	20	490
TOTALS	50,815	2,889	2,006	1,801

SUMMARY OF REFERRALS TO COMMUNITY AGENCIES

Made by
Junior and Senior High Schools
September 1963 - June 1964

NAME OF AGENCY OR DEPARTMENT	NUMBER OF REFERRALS														
	Sr. High Arts	Barringer	Central	East Side	South Side	Valleburg	Weequahic	West Side	Jr. High Broadway	Clinton Pl.	Madison	Seventh Ave.	Webster	West Kinney	Evening High Central
Beth Israel Neuro- Psychiatric Clinic	-	-	-	-	-	-	-	-	-	8	-	-	-	-	-
B'nai Vocational Service	-	-	-	-	8	-	8	-	-	-	-	-	-	-	-
Board of Education, Newark: Bureau of Attendance	-	463	2	15	650	-	7	-	25	45	-	115	-	62	20
Dept. Child Guidance	4	8	7	-	117	14	26	-	95	65	12	-	60	-	-
Director, Bureau of Attendance	-	15	-	-	-	-	-	-	-	-	-	-	-	-	-
Dept. Special Education	-	-	-	15	49	-	-	-	-	-	-	-	-	-	-
Health Dept., Clinic	6	-	-	-	14	-	-	-	-	-	-	-	-	-	-
Dept. Special Services	-	-	-	-	-	-	-	33	-	-	-	-	-	-	-
Social Workers	-	-	62	-	-	-	-	-	-	-	-	-	-	-	-
Bonnie Brae Farm	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-
Boys Clubs	-	-	-	-	18	-	-	-	-	-	3	1	-	3	-
Boy Scouts	-	-	-	-	-	-	-	-	-	-	6	-	-	-	-
Bureau of Children's Services	-	-	1	-	-	-	-	-	1	-	-	-	-	-	-
Catholic Charities, Associated	-	4	1	4	-	-	-	2	-	-	-	-	-	2	-
Catholic College & Information Center	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10

NAME OF AGENCY OR DEPARTMENT	NUMBER OF REFERRALS														
	Sr. High Arts	Barringer	Central	East Side	South Side	Vailsburg	Weequahic	West Side	Jr. High Broadway	Clinton Pl.	Madison	Seventh Ave.	Webster	West Kinney	Evening Central High
Central Evening High	-	-	-	-	-	-	-	-	-	15	-	-	-	-	-
Children's Service Assn.	-	2	-	-	-	-	-	-	-	25	-	-	-	-	-
Chronically Ill--Homemakers	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
College Admissions Asst.Center	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5
College Admission Counselors' Association	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5
College Scholarship Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15
Crippled Children's Hospital	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-
Essex County: Domestic Relations and Juvenile Delinquency Clinic	-	-	-	-	-	-	-	-	-	212	-	-	-	-	10
Guidance Clinic	-	-	-	-	-	-	-	3	3	-	-	-	3	1	-
Probation Office	-	-	-	-	27	-	3	-	-	42	-	15	-	-	-
Vocational Schools	8	-	1	-	-	-	12	-	-	-	-	-	-	-	-
Welfare Board	-	-	-	-	27	-	-	-	-	50	-	-	3	-	10
Family Service Bureau	-	4	3	-	-	-	1	-	1	35	2	-	-	3	5
Fellowship House & Farm, Pa.	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Goodwill Home & Rescue Missions	-	-	3	-	-	-	-	-	-	-	-	-	-	4	-
Hospital for Candy Strippers	-	-	-	-	-	-	-	-	-	-	-	10	-	-	-
Jewish Family Service Assn.	-	5	-	-	2	2	18	-	-	5	-	-	-	-	-
Jewish Vocational Service	4	-	-	-	2	1	9	-	-	-	-	-	-	-	-
Julia Ward Home	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-

NAME OF AGENCY OR DEPARTMENT	NUMBER OF REFERRALS														
	Sr. High Arts	Barringer	Central	East Side	South Side	Vallburg	Weequahic	West Side	Jr. High Broadway	Clinton Place	Madison	Seventh Avenue	Webster	West Kinney	Evening Central High
Kappa Alpha Psi Guide Right Program	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Martland Medical Center	-	-	-	-	-	-	-	-	2	-	-	2	-	4	-
Montclair St. Col. Reac.Clinic	-	4	-	-	-	-	-	-	-	-	-	-	-	-	-
Mount Carmel Guild	-	2	-	-	-	2	3	-	-	5	-	-	2	-	-
National Government: National Defense Student Loan Program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	30
National Scholarship Serv. and Fund for Negro Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10
Neighborhood House	-	-	-	-	11	-	-	-	-	-	-	-	-	-	-
Newark College of Engineer. Counseling Center	-	4	-	-	-	-	-	-	-	-	-	-	-	-	-
Newark: Dept. of Public Welfare	-	-	-	-	15	-	-	-	-	-	-	-	5	-	-
Police Department	-	-	-	-	14	-	-	-	-	-	-	-	-	-	-
New Jersey: Board of Children's Serv.	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-
Bureau of Child Welfare	-	-	-	-	-	-	3	-	-	45	-	-	-	-	-
Bureau of Credentials	-	-	1	-	-	-	-	-	-	-	-	-	-	-	150
Commission for the Blind	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-

NAME OF AGENCY OR DEPARTMENT	NUMBER OF REFERRALS														
	Sr. High Arts	Barringer	Central	East Side	South Side	Valisburg	Weequahic	West Side	Jr. High Broadway	Clinton Place	Madison	Seventh Avenue	Webster	West Kinney	Evening Central High
New Jersey (Continued)															
Employment Service	-	35	-	-	6	-	-	-	-	-	-	-	-	-	50
Housing Authority	-	-	-	-	-	-	-	-	-	-	-	-	3	-	-
N. J. Scholarship Com.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	40
Rehabilitation Commission	8	-	1	-	14	1	3	-	-	-	-	-	2	-	25
State Agencies	-	-	-	3	-	-	-	-	-	-	-	-	-	-	-
Youth Aid Bureau	-	5	-	-	-	-	-	-	-	-	-	-	-	-	-
Youth Career Dev. Center	14	135	3	7	31	-	28	1	-	44	-	4	-	-	-
N. J. Employment Service	3	-	2	-	-	-	2	4	2	14	6	-	5	4	-
Presbyterian Hospital	1	-	1	-	-	-	-	2	-	-	-	-	-	1	-
Remedial Reading Institutions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	30
Rutgers' Tutoring Service	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-
Salvation Army	-	-	-	-	-	-	-	-	1	-	-	3	-	-	-
St. Ann's Church	-	-	-	-	-	-	-	-	-	2	-	-	2	-	-
St. Barnabas Clinic--speech	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-
St. Michael's Clinic	1	-	-	-	-	-	-	-	-	-	-	-	1	-	-
Seton Hall Reading Clinic	-	-	-	-	-	8	-	-	-	-	-	-	-	-	-
Therapy-Private	-	-	-	-	-	-	-	2	1	-	-	-	-	-	-
Urban League	12	-	2	-	-	-	-	-	-	-	-	3	-	-	-
United Negro College Fund	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10

NAME OF AGENCY OR DEPARTMENT	NUMBER OF REFERRALS														
	Sr. High Arts	Barringer	Central	East Side	South Side	Vallsbury	Weequahic	West Side	Jr. High Broadway	Clinton Place	Madison	Seventh Avenue	Webster	West Kinney	Evening Central High
United States:															
Dept. of Health, Ed. & Welf.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	40
Immigration & Naturalization	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10
Selective Service System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	25
Veterans' Administration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10
Y. W. C. A.	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Y. M., Y. W. C. A.	-	-	-	-	4	-	-	-	-	-	-	-	-	-	-
Y. M. H. A. & Y. W. H. A.	2	-	-	-	2	-	-	-	-	-	-	-	-	-	-
TOTALS	70	687	96	134	1013	28	123	47	131	614	29	153	88	84	510

III--FOLLOW-UP

Follow-up of our high school graduates and dropouts has always been of vital concern to us in guidance, for in a way, the success of our placement of youngsters in jobs, in colleges, and in training programs, provides a tangible means of measuring the success of our educational and guidance program to them. We examine these placements very closely for clues and for suggestions for improving guidance services and for revising the curriculum for students still in school; and for ways in which further assistance can be offered to those who have either graduated or left. Our regret is that because of insufficient time and personnel that we cannot do more in utilizing this method of evaluation to obtain data that have implications for studying and improving existing school programs and for meeting the complex problems of high school youth. Following are summaries reporting this phase of our guidance activities for both high school graduates and school leavers.

A--FOLLOW-UP OF GRADUATES

Each senior high school participates in the annual follow-up program of the State Department of Education in which a report is made on the post high school status of graduates of the preceding year. By means of a questionnaire, information is obtained on those attending higher institutions of learning, amounts of scholarships received, and those who go into employment or the armed services. These follow-up studies enable each school to check on the status and success of its graduates and to evaluate its particular program and its curriculum offerings. They provide counselors with helpful data for examining the effectiveness of guidance services and for counseling students still in school. Their concerted efforts enable more students to aspire to higher education and to earn more scholarships each year. Many of these represent capable students who might not otherwise have gone to college and in some instances, students who might have left school before graduation. When the questionnaires are received, many students return to school for information and counseling, and assistance with post-high school planning.

Follow-up of last year's graduating classes brought in a 96% return on the questionnaires that were sent to the 2,326 graduates from our eight senior high schools. Of these, city-wide approximately 41% were attending collegiate institutions; 44% were gainfully employed; and 5% were in the armed services. Scholarships amounting to \$356,565.00 made it possible for 193 graduates to attend college, who, without such aid, would not be able to enjoy the benefits of higher education. Newark compares very favorably with other communities of like size and composition on each of these items reporting the status of our high school graduates.

FOLLOW-UP OF HIGH SCHOOL GRADUATES
CLASSES JANUARY AND JUNE 1963

(Based on Annual Survey for N. J. State Department of Education)

<u>SR. HIGH SCHOOL</u>	<u>NO. OF GRADUATES</u>	<u>PER CENT OF RETURNS</u>	<u>PER CENT TO HIGHER EDUCATION</u>	<u>PER CENT INTO EMPLOYMENT</u>
Arts	158	98	58	36
Barringer	352	100	41	48
Central	239	91	13	41
East Side	321	99	23	57
South Side	228	94	24	35
Vailsburg	132	100	46	45
Weequahic	575	91	66	23
West Side	321	100	25	66
TOTALS	2,326	96%	41%	44%

<u>SR. HIGH SCHOOL</u>	<u>AMOUNT OF SCHOLARSHIPS</u>		<u>ARMED SERVICES</u>	
	<u>OFFERED</u>	<u>ACCEPTED</u>	<u>NO. OF STUDENTS</u>	<u>PER CENT</u>
Arts	\$ 54,600.00	\$37,200.00	-	-
Barringer	59,700.00	54,100.00	21	6
Central	9,200.00	9,200.00	28	12
East Side	16,275.00	16,275.00	23	7
South Side	41,600.00	39,300.00	17	7
Vailsburg	32,240.00	26,000.00	4	3
Weequahic	154,315.00	130,215.00	12	3
West Side	88,275.00	44,275.00	17	5
TOTALS	\$ 456,205.00	\$ 356,565.00	122	5%

Average percentage of returns on questionnaires

96%

Average percentage going to college

41%

Average percentage going into employment

44%

Average percentage going into armed services

5%

Number of students winning scholarships

193

Total amount of scholarships offered

\$ 456,205.00

Total amount of scholarships accepted

\$ 356,565.00

B--FOLLOW-UP OF DROPOUTS

For more than twenty years, Newark has directed much effort toward studying the dropout problems and in alleviating the conditions that contribute to premature school leaving. For example, an intensive study of dropouts in the early 1940 's pin-pointed the need for a more flexible curriculum and for individual counseling. This led to the organization of our present secondary school guidance program and to our adoption of the single curriculum program of studies focusing on the individualized pattern of study. This is a tailor-made program made especially to suit the particular capacities and potentialities of each student and is drawn up on the basis of personal interviews with grade counselor and pupil. These efforts have helped to retain many of our youth; however, we realize that even greater effort and resourcefulness are needed to meet the difficult existing situation and to resolve some of the constantly emerging problems.

A primary concern of all of our counselors is to put forth every effort to decrease the number of students who decide to leave school before graduation by continually strengthening the preventive program and by working intensively with borderline and hard-core cases. They check closely for characteristics and symptoms that identify students with vulnerability to quitting school. Techniques utilized for identifying, motivating and counseling these youngsters are well defined and have retained many in school who otherwise might have left.

These dropouts join the group of young workers who are difficult to absorb in the labor market because they lack sufficient education and salable skills required to meet the occupational demands brought about by technology and automation. Those students who have graduated from high school and who have some salable skill or ability and who make a good impression, both personality and dress-wise, have no difficulty in finding employers, but where a student has a pattern in school of no special skill, no serious-minded purpose or interest, poor achievement, poor reading, weak personality traits, poor attendance, undesirable attitudes and work habits, then jobs and employers are hard to find. Even when we do succeed in getting job opportunities for this group, they just do not measure up. They can't meet the competition, the discipline, nor the demands of industry, because they are either unable or unwilling. They are the so-called hard-to-place youth who still have difficulty in adjusting to life situations whether they are in school or out of school. They do not suddenly change personal characteristics and patterns of behavior and become mature, self-reliant, motivated, ambitious individuals just because they turned 16 and are out in the labor market. They continue to demonstrate the same qualities and weaknesses that handicapped them in school. They are difficult to motivate. They and their parents place very little value upon education. Long before they indicate desire ^{to leave} school they have already left, psychologically, while the many attempts to aid them along the way are ineffectual. More fact-finding and research are needed to find out what makes these individuals tick and what our schools and community can do to provide the kinds of educational programs and services that will motivate them to stay in school until they develop basic skills and personal and social qualities that can guarantee them employment in the rapidly changing labor market influenced by technological progress and automation. Help in bridging the gap to the simplest job is essential.

Many projects and programs have been developed and are in the process of materializing in each of our schools that are providing remedial help and working within the framework of prevention, to retain students and to motivate them to learning. This has been increasingly difficult with the increase in population mobility and with the greater complexity of student problems. It has been possible, however, to keep the dropout rate from rising to a degree commensurate with the increase in problems through programs in remedial reading; curriculum revision, experimental projects for culturally disadvantaged students; special dropout counselors and evening guidance clinics; work-study program; research in cooperation with Rutgers University, etc.

At West Kinney Junior High School, for example, under the Newark Plan of Expanded Opportunities, all entering seventh graders were given a saturation of instructional, administrative, cultural, therapeutic, and guidance services designed to motivate them to want to learn, to enrich their lives and to raise their educational and vocational sights. (Further information on this is available from the head counselor at West Kinney Junior High School.) Comprehensive testing and intensive counseling, basic to this program, enable us to learn more about characteristics of dropouts as compared to graduates and, particularly, the extent to which this concentration of services actually can help reduce dropouts and provide adequate preparation for the post high school placements of the students involved. Hopefully, we are looking to this project for new insights and some sound approaches to retaining students in school and helping them develop positive self-concepts so that they may realize their utmost potential and fulfill their aspirations.

Guidance personnel have participated in many projects, conferences and studies with local, civic, and business groups and with state and federal officials who are genuinely interested and actively engaged in searching for data and for solutions related to various aspects of the dropout problems. An illustration of this joint responsibility is the creation and effective development of the Diploma Squad by L. Bamberger's Store in cooperation with guidance counselors. Selected potential dropouts are placed in newly opened jobs which they may hold only so long as they remain in school. If they leave school, they are fired. This is strong incentive for keeping them in school until graduation, and it works.

The newly established Work Study Program in the area of diversified occupations has also strengthened relationships with industry. The interest and cooperation of the city-wide Business, Industry, Community Committee has helped tremendously in launching this project by opening up jobs to provide the work-study students with paid employment for the half day required for the work experience part of their program. This project is reported on page 21. A closely working relationship with the churches, clubs, and community centers and services has contributed greatly to the implementation of the four new evening guidance clinics for returning dropouts to school. These groups help counselors locate youth out of school and their families who are helped by these clinics. (See page 20.)

Counselors have enthusiastically accepted the challenge and opportunity to join hands with the United States and the New Jersey State Departments of Labor to probe deeply into the problems of school leavers and to develop programs for their training, testing, upgrading, and successful occupational placement. This has materialized through the federal research project of the Department of Labor for developing workable techniques for aiding out-of-school unemployed youth including: testing, counseling, developing basic skills, and job placement. They are assisted with such elementary things as dress, grooming, manners, speech, how to fill out application blanks, how to handle the interview, responsibility to the job and employer, etc.

Youth who are reluctant to go to the central employment office or who may still be in school are more easily attracted and more readily served by the location of the employment center in the home neighborhood. Counselors are working closely with personnel at these centers making available cumulative records, valuable data, and knowledge that the schools may have about the young people seeking the service. This kind of help is sorely needed to help improve the social and economic climate of our densely populated, under-privileged areas, where unemployment of youth is a serious problem that can lead to "social dynamite."

Another effective project in which counselors played a vital role for helping dropouts and disadvantaged youngsters was the Federal Crash Dropout Program of last August 1963 which is described fully on pages 3 through 8. There have developed very favorable outcomes from this project in the nature of expanded guidance services with the assignment of special dropout counselors and evening guidance clinics in the high dropout schools and already mentioned diversified occupations program. All of these efforts are directed toward improving the status of students and motivating them to realize the values of training and education and to help them know and reach their full potentialities. It is very encouraging to note that, already, in the short span of three months, that the new special dropout counselors in these programs have been devoting their time exclusively to problems of the dropouts, that there is evidence of successfully helping the youth involved toward new, challenging life goals.

Before permitting the potential dropout to leave school, counselors give them intensive exit interviews to check on their reasons for withdrawing and to help them outline future plans that include some form of further training. They help them study existing opportunities for employment and the qualifications for hiring workers and for success on the job. Comparison of this with qualifications that the student has to offer very obviously points out the lack of adequate skills to meet employer requirements and the need for more preparation. The door to return to school is always left open. They are encouraged to return at any time for counseling and to resume their high school studies so that they can acquire basic skills for productive employment. Training opportunities at Central Evening High School, the vocational schools, and other programs are also discussed. They are assisted, where possible, to obtain work and referred to the New Jersey Youth Career Development Center for further occupational testing, counseling, and job placement. For most of these, however, there are no jobs available since they have no skills to offer.

At this interview, school records of potential leavers are carefully studied and they are strongly urged to reconsider their decision and to remain to graduate. Many of them do, and oftentimes, adjustments are made in the curriculum and school environment to encourage such retention. Too often, however, all efforts to keep these youngsters in school are to no avail. They are unhappy in school and unsuccessful. They cannot adjust either academically or socially and do not respond to the help and opportunities available to them. They are referred to the counselors at Central Evening High School and at the evening guidance clinics for further counseling. A recent study of out-of-school unemployed youth in the Newark area revealed that the majority of them had resided in Newark only one or two years and that they were deficient in basic skills that handicap them in school work. These students have not enjoyed the benefits of the kind of educational and guidance programs that are characteristic of our school system. Consequently, they are at a disadvantage and so are prone to leave after a brief stay because they feel that they cannot fit in or measure up. They just do not belong nor do they participate in school activities. Upon termination of this interview, exit cards reporting essential data on the student's situation and reason for leaving are filed in the Central Guidance Office and used for subsequent follow-up study when they are again contacted and given offers of additional help. At this point, many respond and react favorably to assistance. These exit cards furnish data for preparing summaries that report numbers of dropouts, their status, and reasons for leaving, as shown on the following charts.

Last year the dropout rate was eight per cent for our junior and senior high schools for the one-year period, including summer dropouts. This percentage might well be higher if it kept pace with the mounting problems inherent in the existing socio-economic conditions. In spite of these increasing problems, it is gratifying to report that this represents a reduction of one per cent over last year. No doubt, concerted action and the new dropout services contributed to this improvement. This reducing of dropouts more than justifies the extra expense required for the added counselors.

After some floundering aimlessly, many dropouts realize that their reasons for leaving were rather weak and that they cannot expect to find or hold jobs without the minimum of a high school diploma. After a trial at unskilled work, if they are lucky enough to get a job, or unemployment, as is more often the case, because jobs are scarce for this type of student, they are psychologically ready and more receptive to counseling and to desirability of returning to school for further education. Analysis of reasons for dropping out show that their thinking is hazy, immature, and unrealistic. Their stated reasons are often not the true ones. We find that there is not a clear-cut single reason but a combination of negative attitudes and excuses for failure and that there are multiple causes that lead to their decision to leave. Counselors probe beneath the surface to help them gain insights into their motives and problems and help them outline plans for future action.

As a means of studying further the adjustment problems, personal characteristics, and reasons for leaving, presented by these dropouts, the Guidance Department has established a system of follow-up on their status and experiences at various intervals. To the degree possible, with limited personnel, the Central Office uses the school interview

exit cards, to contact the home of those who dropped out to inquire into their status and to give whatever assistance is possible. A double post card is sent to all those who drop out during the year. This is filled in by the dropout and returned, indicating his experiences since leaving school, employment, schooling, and if they wish some assistance. Data available from such study enable the school to develop preventive measures for those still in school and to again offer help to those who have left. The Central Office is besieged with calls for help by many of these dropouts as soon as they receive the cards, and guidance help is extended to them. They are again urged to return to school to use the evening clinics to go to Central Evening High School or the vocational schools and the employment service. Most want jobs, which are not available, and they do not have the qualifications and skills for the jobs that are open. They are encouraged to re-enter school to prepare themselves adequately for desirable employment. Many are thus awakened and re-established in educational programs. They are referred to the evening guidance clinics and to the services of the Youth Career Development Center. This Center is part of the federal project for helping out-of-school youth find employment and to acquire skills demanded by the labor market.

Experience with this follow-up effort shows that these dropouts are eager for help and their responses are enthusiastic about the interest of school persons in their welfare, even though they are out of school. Parents, particularly, are grateful for these contacts, and often come in with their children for personal conferences and help. Many of these dropouts are thereby reclaimed and re-established in school programs and, where possible, are helped to get jobs. Because of population mobility, it is difficult to reach all of these youngsters who have no forwarding addresses and who are in great need of some help. Some of their requests for help and for jobs are very desperate, indeed. More personnel should be assigned to the Central Office to render this group of out-of-school youth sorely needed counseling. With the assignment of an Assistant to the Director, it will be possible to do a more satisfactory job on help and follow-up of the dropout and on the prevention and cure as well. This is needed more than ever now that the expanded services to dropouts and potential dropouts are developing. Much more time is needed to supervise and to intensify the effectiveness of these programs involving the special dropout counselors, the evening guidance clinics, and the Work Study Program. Recommendations from federal and state bureaus dealing with youth delinquency and problems urge that local communities make provision for establishing more intensive guidance services for this forgotten segment of our young population. The following charts show the number of these youngsters who left school during the year and their status at time of leaving, and reasons that they mention for leaving.

SUMMARY

CENTRAL OFFICE REPORT OF DROPOUTS
 (Based on Exit Cards from Junior and Senior High Schools)
 September 1963 - June 1964
 Status by Month

Month	NUMBER OF DROPOUTS					STATUS AT TIME OF LEAVING								
	Boys	Girls	Total	Volun- tary	In- volun- tary	Employed	Seeking Employment	Private School	State Institution	Illness	Marriage	Armed Forces	Deceased	Other
1963														
September*	122	178	300	224	76	11	169	5	17	61	17	13	-	7
October	69	71	140	89	51	5	81	-	16	26	4	7	-	1
November	62	57	119	82	37	1	80	1	5	25	3	3	1	-
December	58	69	127	79	48	3	63	-	10	36	4	10	-	1
1964														
January	64	74	138	85	53	4	80	2	10	28	6	6	1	1
TOTAL-1st TERM	375	449	824	559	265	24	473	8	58	176	34	39	2	10
February	85	99	184	112	72	4	105	1	9	46	3	11	-	5
March	68	78	146	95	51	7	89	3	10	29	2	4	1	1
April	63	84	147	84	63	6	73	2	9	46	3	5	1	2
May	75	82	157	113	44	2	106	3	14	30	-	2	-	-
June	17	29	46	22	24	2	20	-	2	18	1	1	-	2
TOTAL-2nd Term	308	372	680	426	254	21	393	9	44	169	9	23	2	10
GRAND TOTAL	683	821	1,504	985	519	45	866	17	102	345	43	62	4	20
* Includes Summer Dropouts														

* Includes Summer Dropouts

CENTRAL OFFICE REPORT OF REASONS FOR DROPOUTS
 (Based on Exit Cards from Junior and Senior High Schools)
 In Many Instances more than One Reason is Given
 September 1963 - June 1964

SCHOOL	Action of Principal	Administrative Action	Absence (Excessive)	Armed Forces	Can't Locate	Decased	Employed	ILLNESS		Home Conditions	Lack of Adjustment	Lack of Interest	Language Difficulty	Marriage	Moved	Private School	Seeking Employment	Special Work- ing Papers	Speech Difficulty	State Institution	SUBJ. FAILURE				Truancy	Discipline
																					Lack of Academic Ability	Lack of Adjustment	Lack of Interest			
																								Personal		
Sr. High	-	-	-	5	-	-	1	-	-	-	2	-	-	-	-	-	12	1	-	-	-	-	9	1	-	
Arts	-	2	17	11	1	-	2	5	7	4	6	7	-	1	2	5	61	2	-	4	7	5	48	-	3	
Barringer	-	3	38	6	5	-	8	50	22	6	19	113	-	10	4	-	217	7	-	19	14	22	17	-	-	
Central	-	1	-	21	11	1	8	4	5	17	-	14	1	2	6	4	102	8	-	2	-	-	2	-	-	
East Side	-	2	-	8	-	-	-	66	29	7	16	80	-	15	1	2	134	6	-	13	2	3	13	-	-	
South Side	-	-	-	3	-	-	7	1	4	-	-	8	-	3	-	5	28	4	-	-	-	4	23	-	2	
Willsburg	-	2	-	3	1	-	2	10	10	-	10	23	1	2	-	1	45	7	-	6	-	-	2	1	1	
Leequahic	-	5	2	3	1	1	3	29	18	2	9	9	1	7	-	-	133	9	-	3	1	-	2	1	-	
West Side	-	15	57	60	19	2	38	165	95	36	62	254	3	40	14	17	732	44	-	47	27	34	116	3	6	
TOTAL-SR. HIGH	-	-	-	-	-	-	1	6	1	2	2	5	1	1	-	-	25	9	-	1	-	-	-	-	-	
Jr. High	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
roadway	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Linton Place	1	-	1	2	-	1	1	27	2	-	6	6	-	1	-	-	43	13	-	22	8	10	13	4	2	
Madison	-	-	-	-	-	-	-	-	2	1	-	-	-	-	-	-	5	1	1	-	-	-	-	-	-	
Seventh Ave.	-	-	-	-	-	-	-	16	1	-	1	-	-	-	2	-	20	7	-	10	3	2	2	5	-	
Webster	-	-	3	-	-	-	5	4	1	1	8	2	-	1	-	-	26	4	2	-	-	-	2	2	-	
West Kimby	-	1	-	-	-	1	-	23	2	-	-	-	-	-	-	-	15	9	-	22	3	2	5	-	-	
TOTAL-JR. HIGH	1	1	4	2	-	2	7	76	9	4	17	13	1	3	2	-	134	43	3	55	14	14	22	11	2	
GRAND TOTAL	1	16	61	62	19	4	45	241	104	40	79	267	4	43	16	17	866	87	3	102	41	48	138	14	8	

DROPOUTS BY GRADES--MONTHLY SUMMARY
Based on School Exit Cards

Junior and Senior High Schools

September 1963 - June 30, 1964

Months	Enrollment	Number of Dropouts by Grades						Total
		12th	11th	10th	9th	8th	7th	
Summer and Sept. 1963	19,574	36	71	107	66	16	4	300
October	19,540	11	20	49	40	16	4	140
November	19,411	10	29	42	28	9	1	119
December	19,274	16	21	41	38	9	2	127
1964 January	19,099	10	27	45	43	12	1	138
Total- First Term	-	83	168	284	215	62	12	824
February	18,751	22	33	65	49	11	4	184
March	18,610	13	29	40	53	8	3	146
April	18,469	23	22	39	46	8	9	147
May	18,286	13	36	50	41	11	6	157
June	18,217	3	8	17	13	3	2	46
Total - Second Term	-	74	128	211	202	41	24	680
GRAND TOTALS	-	157	296	495	417	103	36	1,504

IV--PERSONNEL

As resource persons, counselors render the school staff valuable service that aids instruction in many different ways. They provide much needed informational services by gathering, interpreting and disseminating data about individual pupils; information about college; occupations; labor and manpower needs and trends; and the school community. They help teachers understand pupils in their classes, as individuals, so that instruction can be geared to their levels of learning. Working with referral cases in need of special attention helps to develop a climate for students that is favorable for learning and maturing. Their relations with community groups, employers, and schools of higher learning are constant sources of aid as they help to bring students in contact with persons, schools, and employers by opening doors to schools, colleges and careers.

Through cooperation and integration of their work with teachers and administrators and through application of their competencies, specialized skills, experience and professional know-how, counselors contribute richly to the school program and to the growth and development of pupils.

A--Head Counselors

Last year there were fifteen professional full-time head counselors whose major responsibilities were devoted exclusively to secondary school guidance. New assignments included: Mr. Anthony Sbrocco to Central Evening; Dr. Milton Kessler to Weequahic; Miss Lenore Adubato was transferred to Central High; and Mrs. Dorothy G. Keith returned to Clinton Place Junior High School from furlough. All counselors meet state certification requirements.

The head counselor in each junior and senior high school coordinates the guidance program in his school and functions school-wide in cooperation with the entire staff to study and meet guidance needs of all pupils. In-service programs with the faculty are conducted to integrate and use all interests, abilities, talents, and skills available on the school staff. As liaison officers, counselors work with community personnel and agencies for referrals of cases and for utilizing them in school activities. They administer and interpret tests, acquire valuable data, provide informational services, and maintain an active pupil-inventory system by recording and disseminating information contained in the cumulative folders. They also assist teachers by providing vocational, educational, and personal-social resource materials; in-service; visual and other aids.

Head counselors are assisted by part-time teacher-counselors and in some schools by special full-time counselors so that the objective can be achieved of giving every pupil individual interviews and to round out the over-all guidance program with needed group activities. Special placement and college counselors assist with problems dealing with higher education and employment. All counselors keep in mind the

developmental nature of guidance and that fundamentally it is an on-going and continuing process. They recognize and observe the dynamics of individual differences as they counsel students in all areas of growth and development and assist them with decision-making, school progress and in outlining future plans. Through their efforts, the school program is individualized for the pupil so that each may achieve optimum benefits from school opportunities and experiences.

Head counselor staff for 1963-1964 in junior and senior high schools included:

Senior High Schools

Arts	Mrs. T. Bohannon
Barringer	Mr. J. W. Vogel
Central	Miss L. Adubato
East Side	Mr. W. Scott
South Side	Mr. I. Tumin
Vailsburg	Miss E. McHugh
Weequahic	Dr. M. Kessler
West Side	Miss A. Mazeika
Central	Mr. A. Strocchio
Evening	

Junior High Schools

Broadway	Mrs. A. Byrne
Clinton Place	Mrs. D. Keith
Madison	Mrs. G. Doswell
Seventh Avenue	Mrs. H. Tate (Acting)
Webster	Mrs. F. Baxter
West Kinney	Mr. A. DeLuca

Carrie R. Losi, Director

B--Special Counselors

As of March 1964, new guidance positions were created to provide extra help for assisting with problems of dropouts. In four schools, full-time special dropout counselors were assigned to work exclusively with dropouts and potential dropouts: Mr. Michael Cuzzo to Central High, Mr. Anthony Paluch to East Side High; Mrs. Dorothy Blumenthal to South Side High; and, Mr. Joseph Clarizio to Webster Junior High School. The newly opened evening guidance clinics at these four high schools were staffed by: Mr. Michael Cuzzo, Mr. William Scott, Mrs. Gail Holmes, and Mr. Joseph Clarizio. These special counselors augmented the regular guidance services by intensive counseling of dropouts, potential dropouts, failures, truants, and their parents.

Another facet of the special guidance services initiated this spring was the pilot project for the Work-Study Program for Diversified Occupations at Central High School with Mr. David Feldman assigned as coordinator.

In three high schools, part-time counselors are assigned to assist students and their parents with problems of college admission and financial aid. Through individual conferences and group meetings, they help students and parents obtain the information needed for the various steps involved in being accepted at a suitable college. These college counselors are: Miss Katherine Johnson, South Side High; Mr. Harold LaPenna, Mrs. Hannah Litzky, Weequahic High, and Mr. Frank Hill and Mrs. Eleanor Zarin, Vailsburg High. At the other schools, college counseling is done by grade counselor and head counselor.

C--Part-Time Teacher Counselors

For the one-term, February to June 1964, there were 106 part-time teacher-counselors which included 7 placement counselors and 5 college advisers. These were teacher-counselors devoting part-time to guidance duties. They were assigned by principals in the various junior and senior high schools to assist head counselors in servicing the guidance needs of their pupils. They hold either a minor or provisional state counselor's certificate and are primarily concerned with individual counseling and conducting group projects for the grade and level of their counselees. These part-time counselors were relieved of one or two instruction periods per day to devote time to their special guidance responsibilities. Because of pressure of duties last year, all our counselors gave over 38 volunteer periods which were necessary to meet demands of performing their guidance duties. There is urgent need to improve the pupil-counselor ratio for more effective counseling in all areas of growth, progress, and development; and in order to adequately maintain complete cumulative records. A good guidance program requires sufficient time to perform essential tasks. The pupil-counselor ratio should be further reduced to achieve this.

In-service programs are planned and conducted to help orient part-time counselors and teachers to understand and to exercise their guidance responsibilities in order to make the most fruitful use of their time, contributions, and efforts in the over-all guidance program. Conferences, meetings, and workshops on high professional levels contribute greatly to increasing the efficiency of guidance personnel and to assure greatest possible returns and values from school time and personnel devoted to guidance functions. Representatives from community agencies, industry and colleges as well as officials from the county, state, and U. S. Education departments are invited to participate in these activities. Visits into institutions, schools, and agencies serve to broaden the horizons of counselors and to enrich their experiences.

The general practice of assigning part-time counselors to assist head counselors in junior and senior high schools on a one-per-500-pupil basis has continued. Guidance periods are assigned on a basis of one released teaching period for each 100 pupils. This minimum counselor-pupil ratio of one hundred per period daily is not sufficient to take care of pupil guidance needs. The more students become aware

of guidance help available to them, the more they make demands on counselor time. In nearly every case, it is necessary for counselors to volunteer unassigned periods and to use time before and after school and during lunch periods to carry their load of counselees properly. The increase in problems growing out of social and economic situations of our mobile population require more guidance and counseling.

The N. E. A. and national authorities in the fields of education and guidance recommend that ratios should not exceed 200 in senior high; 300 in junior high; and 500 in elementary schools and that time assigned to discipline activities should not be regarded as part of the counseling ratio. Our own State Department, Trenton, New Jersey, in Bulletin E663 "High School Organization in New Jersey," recommends "ONE COUNSELOR TO EACH THREE HUNDRED PUPILS." There is increasing need for more counseling time in our schools. Counselors are hard-pressed to meet the demands placed upon them. The Conant report on the Secondary School, which has gained national prominence, recommends a ratio 250-300. Newark is considerably below this desirable ratio and should take steps to improve the situation by allowing more time for counseling individual pupils.

PART-TIME TEACHER COUNSELOR STAFF
(Includes Placement Counselors and College Advisers)
Term of February 1964

Senior High Schools

ARTS HIGH (2)

Geroge Vohlweiler
Laurette McNeil

BARRINGER HIGH (7)

Mildred Ferrara
Madeline Jannone
Carmine Cicurillo

Gertrude Kingsley
Hilton Otera

Marguerite McLaughlin
Marvin Shlofnitz

CENTRAL HIGH (7)

Robert D. Brown
Sylvia Cohn
Michael Cuozzo

Salvatore Grimaldi
Jennie Janulin

Mary Rybkiewicz
David Feldman

EAST SIDE HIGH (14)

Esta Reicher
Mrs. Laura Schefter
Maybelle Lynch
Sidney Flamm
Virginia Wright

Bernard Hailpern
Angelo Rosamilia
Lawrence Block
Patricia Curvin
Jessica Crummy

Mrs. Virginia Lepore
Marion Matarazzo
Bernice Poll
Gerald Yablonsky

SOUTH SIDE HIGH (10)

Mildred Black
Mrs. D. Blumenthal
Norman Cotter
Sol Gleicher

Kath. Johnston
Mrs. Helen Kissner
Abigail Holmes

Mrs. Mary McCormick
Sara Ostroff
Mrs. Rose Simor

VAILSBURG HIGH (7)

Eugene Foley
John W. Groome
John Hedstrom

Esther Norton
Carmen Villani

Henry Yam
Virginia Sprenger

WEEQUAHIC HIGH (7)

Mrs. Ann Block
Mrs. Eugenia Chosney
Joseph Gruber

Louis Dultz
Miriam Hample

Mrs. Jennie Twardus
Mrs. Lillian Margulies

WEST SIDE HIGH (8)

William Herron
Charles Hartmann
Alice Norton

Eleanor Korfmann
Herman Kapner
Irving Friedman

Frances Kaplan
Vincent Adessa

Junior High Schools

BROADWAY JUNIOR HIGH (6)

Ruth Brownlee
Ruth Brown

Mary Lyons
Daniel Feldberg

Peter Mahalaris
Nina Randeri

CLINTON PLACE JUNIOR HIGH (8)

James Fetten
William Brown
Bessie Morize

Anthony Fiordaliso
Helen Klayman
Philip Weil

Richard Testa
Edith Wasserburger

MADISON JUNIOR HIGH (2)

Doris Epstein

Carl Brenner

SEVENTH AVENUE JUNIOR HIGH (4)

Paul A. Meadows
Louis A. Freda

M. Odell Sands

Robert Carpiano

WEBSTER JUNIOR HIGH (4)

Elizabeth Kennedy
Joseph Clarizio

Joseph Patrick

Alfred Lordi

WEST KINNEY JUNIOR HIGH (8)

Corrina Kay
David Paddock
Angelo Sena

Jerome Ziering
William Walters
Louise B. Fields

James White
Evelyn Sinaiko

TOTALS:	Part-Time Counselors	-	94
	Guidance Periods	-	246
	Placement Counselors-- (14 periods)	-	7
	College Advisers-- (11 periods)	-	5
	TOTAL PART-TIME COUNSELORS	-	106

* * * * *

SPECIAL DROPOUT COUNSELORS ASSIGNED MARCH 1, 1964

A. Special Counselors - Full Time:

Michael Cuzzo	-	Central High
Anthony Paluch	-	East Side High
Mrs. Dorothy Blumenthal	-	South Side High
Joseph Clarizio	-	Webster Jr. High

B. Counselors for Evening Clinics from 5:00 to 9:00 p.m.:

Michael Cuzzo	-	Central High
William Scott	-	East Side High
Mrs. Gail Holmes	-	South Side High
Joseph Clarizio	-	Webster Junior High

C. Work-Study Coordinator--Diversified Occupations Program:

David Feldman	-	Central High
---------------	---	--------------

D--Placement Counselors

Part-time placement counselors in the senior high schools render valuable guidance service in helping students with problems of securing part-time and full-time employment and obtaining working papers. They make special efforts to find jobs for dropouts who are hard to place because they lack sufficient education and skills. They go all out, leaving no stone unturned, to find part-time jobs for students who indicate that financial need is the reason for leaving. They are able to place most of the seniors in suitable jobs prior to graduation, particularly, those with clerical and selling skills.

Through regular in-service meetings of the Placement Counselors' Coordinating Committee and visits to business and industry, they develop desirable relationships with employers that lead to jobs for students and an understanding of labor trends and job opportunities. In meeting with the employment personnel at Bamberger's, a plan was developed whereby they agreed to employ a selected number of potential dropouts for a "Diploma Squad" to keep them on the job only so long as they remained in school. This gives them a good incentive not to quit school before graduation.

An effective relationship has been developed in working with the Youth Career Development Center. This experimental project of the Federal Division of Labor has made available much needed personnel and services to help with the problems of out-of-school unemployed youth. Their occupational aptitude testing, counseling, and placement in jobs have contributed greatly to guidance efforts with dropouts and potential dropouts in cooperation with school placement counselors.

Placement counselors assist the head counselors with the various activities involved in the Job Visitation program which is conducted annually in conjunction with Youth Week. They help with the screening, job choices and assignments of over 400 senior students who are placed in actual real life work situations for an entire day to observe face to face the performance of duties of the particular worker. This is a rich and valuable experience for youngsters about to enter employment.

Placement counselors work closely with the New Jersey Employment Service in referring cases; furnishing data and recommendations, and in using their occupational testing service. A tight labor market this year increased the complexity of problems for counselors in securing desirable and suitable employment for their students. Intensive counseling and increased contacts with the employers made more demands on their time. Employers were more selective.

Placement counselors assisted pupils with steps for securing working papers, writing letters of application and other job forms. They help to prepare them for the interview and in adjusting to their work environment and responsibilities. Many are helped with such basic things as dress, manners, speech. Last year there were 1,296 work application certificates signed by school personnel and 829 job placements as reported in the following charts. Many more are employed than reported because many students obtain jobs through their own efforts.

SUMMARY OF SCHOOL PLACEMENTS

SENIOR HIGH SCHOOLS

September 1963 - June 1964

Schools	Placement Counselors	Office	Sales	Industry	Miscellaneous	Total
Arts	Head Counselor	34	-	25	10	69
Barringer	Miss J. Gellas	22	8	-	4	34
Central	Mr. A. Turnbull	23	-	34	-	57
East Side	Mr. E. Salz	117	8	21	-	146
South Side	Miss A. Stager	27	-	2	11	40
Vailsburg	Mrs. L. Isserman	36	89	3	17	145
Weequahic	Miss L. Steinholtz	142	72	9	-	223
West Side	Mr. V. Adessa	61	44	9	1	115
TOTALS		462	221	103	43	829

NUMBER OF APPLICATIONS FOR WORK CERTIFICATES

(Signed by School Personnel)
1963-1964

<u>Senior High</u>	<u>No. of Applications</u>	<u>Junior High</u>	<u>No. of Applications</u>
Arts	69	Broadway	28
Barringer	226	Clinton Place	18
Central	110	Madison	5
East Side	168	Seventh Avenue	15
South Side	120	Webster	30
Vailsburg	145	West Kinney	7
Weequahic	211		103
West Side	144		
	1,193		

Total applications in Junior and Senior High Schools -- 1,296

V--RECOMMENDATIONS FOR IMPROVING THE GUIDANCE SERVICES

The guidance program in Newark schools continues to enjoy an excellent reputation among national and state administrators and authorities in education and guidance. Its progressive, practical and realistic philosophy and practices for analyzing and determining guidance needs and for providing the particular guidance most desirable for their students have long been recognized as a pattern for other communities to follow. This high level of functioning is maintained through constant study and evaluation of guidance objectives and achievements by keeping close to changing conditions and by developing dynamic programs related to basic needs. Analysis of school guidance activities, as presented annually in these departmental reports, and carefully planned in-service programs make it possible to keep alert to guidance needs and to the implementation of necessary and desirable practices for future progress. The three special guidance projects for dropouts initiated this year are concrete evidence of this. These special programs are having material effect on holding students in school longer.

Steady improvement in numbers of students going into higher training and education, and the increases in amounts of scholarship aid received, are reflections of such effort. Another barometer is the degree of our schools' holding power in comparison to other communities across the country of similar size and composition. Newark's dropouts are considerably less than the national averages and for industrial cities. This can be attributed to guidance.

Requests for reports on our experiences and procedures from communities that are just beginning to cope with the seriousness of the dropout problems come from all over the country. Requests come from universities and colleges, school systems, research persons and from the United States Office of Education and our own state department. This leadership has been even more far-reaching since Newark is operating as one of two cities selected by the United States Department of Labor for a pilot research project to study and help dropouts and unemployed youth. Close working relationship is maintained between this experimental service and guidance personnel that is proving mutually beneficial. Guidance is also playing a role in research projects that are involved with problems of underprivileged and disadvantaged youth that are conducted by Rutgers, Newark State and Columbia University.

Though guidance in Newark has a history of leadership and pioneering, it is always possible to aspire to further improvements and developments in order to reach even higher levels of success and proficiency in helping boys and girls reach their highest potential. Re-examination of existing conditions reveals that there are some aspects of the overall program that should be improving by strengthening certain areas and situations in order to more realistically meet the changing demands made on

guidance and education programs for Newark's present school population. It is strongly urged, therefore, that the following RECOMMENDATIONS be approved and implemented within the next year to meet these increasing demands placed upon the guidance program and facilities:

1. There should be a replacement in the position of Placement Counselor in the Central Office to fill the vacancy left open four years ago. It is recommended that the title be changed to Guidance Supervisor to broaden the scope and function of the position. This is urgently needed to do more research and to help give individual schools more comprehensive assistance with their in-school programs. There are increasing demands placed upon the guidance office by various community groups who are working with various aspects of youth problems. Sufficient staff should be available to work with them and with the schools. National studies and research point to the necessity of more and more guidance services in the future. More personnel is needed in the Central Office in order to do much more with potential dropouts and follow-up of school leavers and in giving more personal and individual supervision for the in-school programs.
2. To avoid the existing confusion that results from similarity of names for the Department of Child Guidance and the Department of Guidance, Secondary Schools, it is recommended that the Department of Child Guidance be titled Department of Clinical Services. This more logically and more accurately identifies the function of the services and of the personnel on their staff.

Psychologists and social workers and the psychiatrists in the Department of Child Guidance work with problems and special referral cases on a clinical basis. They do not have overall responsibility for the general guidance of all students. Today, the term guidance is interpreted to mean guidance and counseling for the entire student body, not only problems. The Newark school system, over the past thirty five years, has outgrown the situation in which the original identification of the Department of Child Guidance, that was the only guidance department at the time, was established. It is now time to up-date and clarify a confusing situation that can be corrected easily and quickly. There is agreement on this with the Directors of both departments involved.

3. Expand the newly organized special program for dropouts and potential dropouts. Effectiveness of this program for motivating students to aspire to learn and to stay in school has already been demonstrated with the pilot projects started this March 1964. Four additional special dropout counselors should be placed in schools where help is needed to do more intensive counseling on a personal basis and to work closely with parents, teachers, and the community. Much preventive work can be done with these special counselors, particularly in the junior high schools.

This expansion should include opening additional after-school clinics for out-of-school youth and for parents in the low socio-economic neighborhoods to provide guidance services to youth. Conant states: "Schools should be given the responsibility for educational and vocational guidance of youth after they leave school until age 21."

He sees this as one means of averting the inevitable developing of "social dynamite." The seriousness of the problem of out-of-school unemployed youth in Newark points to the vital need for this extension of our school assistance. These out-of-school youth are in desperate need of individual, personal interest and attention; and for aid to rehabilitate them and to help them acquire the qualities and training for productive employment and dignified living. Present guidance facilities can be utilized and our experienced counselors can devote part-time to this after-school program. The small additional expense would be more than compensated in the values gained and the number of youth salvaged, as has already been demonstrated in the four schools where this clinic has been started.

4. Extend the work-study program that was started at Central High to East Side High School where shops are also available. The present pilot Diversified Occupation Program is extremely successful for helping students earn while they learn and to hold them in school. A full-time work-study coordinator should be assigned to East Side to develop a program for selected students to help them in the transition from school to work and to serve as an incentive for graduation.
5. Create the position of elementary school head counselor. Head counselors should be assigned to the elementary schools on a regular scheduled basis by establishing an official list resulting from a competitive examination for counselors in elementary schools in the same manner as for secondary schools.

Guidance should be continuous, based upon special needs, from kindergarten through high school. It is commonly accepted knowledge that potential problems and pre-delinquents can and should be discovered in the early grades and that with proper and adequate guidance, much can be done to reduce failures and develop a framework of prevention in which each child is given every opportunity to know and to develop his full potentialities.

This would strengthen the clinical services of the presently assigned social workers and psychologists in the Child Guidance Department who deal primarily with referral cases and special problems. Research and experience indicate that a program of organized, over-all guidance services for all pupils (not only problems) is needed in the elementary grades that should continue through high school. Early identification of pupil needs and capabilities can help avert difficulties and can assist the school in providing desirable educational programs geared to pupil needs.

On an experimental basis, ten elementary school counselors should be placed in the high dropout neighborhoods where it is essential to do early identification and remedial work and to provide services to teachers, pupils and parents that will give the best possible educational experiences to all children, not only problems, as now is the practice.

In addition, qualified guidance counselors should be assigned immediately to counsel students who are presently enrolled in the seventh and eighth grades in the eight grade elementary schools. These counselors can come under the assistance and supervision of the head counselor in the receiving school in order to make the

guidance continuous and meaningful to the pupils. This guidance service should be made available to these seventh and eighth grade pupils the same as is now provided for students in those grades in junior high school. This particular age group is at a very critical stage and they have similar problems whether they are in an elementary or junior high school organization. They all need help with problems of growing up, of learning, future planning, making choices and adjustments. This is a necessary step for coping with the special problems and needs of our pupils. Working with students earlier can help motivate them to reach their highest levels of performance and to gain full benefits from educational programs and opportunities available to them.

6. Counselors should be assigned more guidance time in schools to allow sufficient time for interviewing every student every term and for maintaining adequate guidance services and records. Every pupil is due the right to individual counseling as well as are those with difficulties and problems. This requires assigned counseling time sufficient to meet requirements of the school's enrollment. Newark should adopt the recommendations of the N.E.A. and of James B. Conant and other experts in that there should be one full-time counselor for every 250-300 pupils and that all counselors should be adequately trained and professionally competent. More intensive counseling that demands more time than now available can help measurably in discovering and working with potential failures and dropouts on an individual basis. The present ratio falls short of all authoritative recommendations.
7. A new course with such title as GUIDANCE ORIENTATION should be instituted in the ninth grade and for all students new to the school program. Emphasis would be on adjustment and orientation to self, home, school, community and work. It would help to give adolescents a realistic approach to their responsibilities as adult citizens. This is a crucial period in the life of students and they are at a critical point in their educational ladder. Advantages can be gained from carefully planned activities dealing with orientation; testing; appraisal and diagnosis; self-understanding; introduction to higher education; widening career horizons; building self-esteem; learning manpower needs; preparation for work, etc. This is the area where a great deal can be done to discover potential dropouts and underachievers and to motivate and to help retain them in school. More benefits and values from school are possible through an exploratory course of this nature. It is urgently recommended that time in the school schedule be provided for this course to enable students to receive assistance for making necessary personal and school adjustments and for planning ahead intelligently. Such help is educationally economical because it can foresee and forewarn and raise educational and vocational sights of students. This kind of assistance is basic for the non-academic and disadvantaged individual who is likely to get lost in the crowd of mass education.
8. Clerical assistance should be made available to head counselors in schools to free counselors from clerical chores so that they may spend more time on counseling. Lack of clerical help creates a bottle-neck that slows down and limits the most efficient utilization of guidance service. Record-keeping should be done by clerks and not by counselors whose special training and skills should be

used to the fullest for professional activities. A good guidance program requires good records and good records require clerks to record data to aid both counselors and teachers to know pupils and their needs. Extra clerical help should be made available for the special and experimental guidance programs and projects that place extra burdens on office staff.

9. A psychologist and five school social workers, with teaching experience, should be assigned exclusively to the Department of Secondary School Guidance to work closely with counselors in the high schools. This will round out and strengthen the guidance team in the high schools to work with problem cases and in-service education. These specialists are needed in addition to similar personnel now in the elementary grades under Special Education and Child Guidance. Demand for this special service is growing all the time for the secondary program and should be available.
10. Guidance offices in the junior and senior high schools should have adequate physical facilities and sufficient space to carry on necessary guidance services for the school. Sufficient interview cubicles should be built in schools where they are now lacking to allow privacy in counseling. Guidance services suffer where such basic facilities are lacking. It is imperative that all schools be provided immediately with needed space and equipment for guidance. Requests for this from the individual schools should be taken care of immediately.
11. A fund should be provided for travel expenses incurred by counselors on their visits to feeding schools in connection with the program of orientation and articulation. Counselors now dip into their own pockets for this item which is necessary in performing regular school duties several times in the course of the year. It is unfair for them to carry this expense which is necessary for performance of a school duty. Many times materials must be carried that require taxi transportation without reimbursement. Other special school personnel are reimbursed for such expenditures.
12. A fund should be made available to counselors to visit college campuses to facilitate college admissions for Newark's boys and girls. This is common practice in school districts surrounding Newark and throughout the country. Developing personal contacts and relationships with admission officers react favorably for obtaining acceptances for students. With the serious shortage of colleges to meet the influx of students in the immediate future, it is mandatory that Newark develop every means possible to "open doors to college" for its youth. A program of sending counselors out to colleges should be organized and implemented immediately. Counselors should be assigned for this on a rotation basis.
13. A fund should be made available to counselors to pay for buses for groups of high school students to visit N. J. college campuses on a full-day visitation program. This would enable students to meet college admissions officials and to become acquainted with the program offerings, scholarship, activities and college facilities.

Such a tour could be covered in a day: Upsala, Fairleigh Dickinson, Drew, St. Elizabeth, Montclair State; or a day for: Newark State, Douglass, Rutgers, Princeton, Monmouth. This would be very helpful for improving choice of college by students and for opening new college vistas to them.

14. An in-service course in guidance should be included in the offerings of in-service courses sponsored by the Board of Education. Such a course would be of great benefit to the entire school system. It would be of service not only to part-time counselors, but to classroom teachers on all school levels and in all subject areas for giving them the guidance point of view and skills that would develop the mental hygiene approach in their dealings with pupils, parents, and community.
15. A differential in salary should be granted head counselors. It is recommended that a true differential be established in the salary of head counselors to improve the recently adopted \$300. extra pay. A counselor differential of 1.08 above that of the classroom teacher would give proper recognition to the position and would serve as an inducement for the best qualified candidates to take the examinations. The head counselor list is now exhausted and will need replacement. A realistic and fair differential is essential. The trend in the state and the nation is to provide full-time guidance workers with salary comparable to that of vice principal or department chairman. Newark should adopt this policy and give head counselors similar salary and status. This salary inequity should be adjusted to attract best qualified candidates.

It is also recommended that an examination for head counselor be scheduled for next year in order to establish a new list from which to make appointments for existing vacancies.